

ORA MARITIMA

A LATIN STORY FOR BEGINNERS

WITH GRAMMAR AND EXERCISES

BY

E. A. SONNENSCHIN, D.LITT., OXON.

PROFESSOR OF LATIN AND GREEK IN THE
UNIVERSITY OF BIRMINGHAM

Natura non facit saltum



LONDON

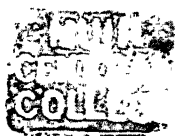
SWAN SONNENSCHIN & CO., LIMD.

NEW YORK: THE MACMILLAN COMPANY

1906

FILII MEI TRIBUS
D. D.
PATER ET PRAECEPTOR

FIRST EDITION, *May, 1902, reprinted November, 1902, and again
November, 1903, August 1905, and July, 1906.*



PREFACE

My apology for adding another to the formidable array of elementary Latin manuals is that there is no book in existence which satisfies the requirements which I have in mind as of most importance for the fruitful study of the language by beginners. What I desiderate is:—

1. A continuous narrative from beginning to end, capable of appealing in respect of its vocabulary and subject matter to the minds and interests of young pupils, and free from all those syntactical and stylistic difficulties which make even the easiest of Latin authors something of a problem.

2. A work which shall hold the true balance between too much and too little in the matter of systematic grammar. In my opinion, existing manuals are disfigured by a disproportionate amount of *lifeless Accident*. The outcome of the traditional system is that the pupil learns a multitude of Latin *forms* (Cases, Tenses, Moods), but very little Latin. That is to say, he acquires a bowing acquaintance with all the forms of Nouns and Verbs—such as Ablatives in *a, e, i, o, u*, 3rd Persons in *at, et, it*, and so forth—before he gets a real hold of the meaning or use of any of these forms. But, as Goethe said in a different connexion, “What one cannot use is a heavy burden”; and my experience leads me to think that a multitude of forms acts as an encumbrance to the pupil at an early stage by distracting his attention from the more vital matters of vocabulary, sentence construction, and order of words. The real meaning of the Ablative, for instance, can be just as well learned from the 1st Declension as from all the declensions taken together. And further, to run over all the declensions without proper understanding of their meanings and

uses with and without Prepositions is a real danger, as begetting all sorts of misconception and error—so much so that the muddled pupil too often never learns the syntax of the Cases at all. No doubt all the Declensions and Conjugations must be learned before a Latin author is attacked. But when a few of them have been brought within the pupil's ken, he finds little difficulty in mastering the others in a rapid and more mechanical fashion. In the present book I have dealt directly with only three declensions of Nouns and Adjectives and the Indicative Active of *sum* and of the 1st Conjugation (incidentally introducing some of the forms of Pronouns, and those forms of the Passive which are made up with the Verb-adjectives, as in English); but in connexion with this amount of Accidence I have treated very carefully the most prominent uses of the Cases with and without Prepositions, and the question of the order of words, which I have reduced to a few simple rules. It is my hope that teachers who trust themselves to my guidance in this book will agree with me in thinking that the time spent on such fundamental matters as these is not thrown away. The pupil who has mastered this book ought to be able to read and write the easiest kind of Latin with some degree of fluency and without serious mistakes: in a word, Latin ought to have become in some degree a living language to him.

Above all it is my hope that my little story may be read with pleasure by those for whom it is meant. The picture which it gives of the early Britons is intended to be historically correct, so far as it goes; and the talk about "anchors" and "boats" and "holidays" will perhaps be acceptable as a substitute for "iustitia," "modestia," "temperantia," and the other abstract ideas which hover like ghosts around the gate of Latin.¹ I have kept my Vocabulary strictly classical, in spite of the temptation to introduce

¹ "The pupil ordinarily approaches Latin and Greek through a *cloud of abstractions*."—A. SIDGWICK.

topics of purely modern interest, such as bicycles: in the later sections of the book it is Caesarian. The number of words in the vocabulary is relatively large; but words are necessary if anything worth saying is to be said, and a large proportion of my words have a close resemblance to the English words derived from them. Apart from this, the acquisition of a working vocabulary is an essential part of any real mastery of a language, and it is a task eminently within the powers of the youthful mind.

In regard to the quasi-inductive study of grammar I have expressed myself in an article contributed to Mr. Sadler's *Special Reports*, extracts from which are given below. But I wish it to be understood that there is nothing in this book to prevent its being used by teachers who prefer the traditional method of teaching the Grammar before the sections of the story and the Exercises in which it is embodied. All the Grammar required is given in the "Preparations" (e.g. pp. 65, 66, 67, 69, etc.) It will be clear from these tables and from my "Drill Exercises" that I by no means undervalue the importance of systematic training of the memory in the early stages of learning.

In regard to the marking of quantities I have thought it best on the whole to mark them only in the "Preparations" and alphabetical Vocabulary, not in the text, lest the pupil should become too much habituated to the use of a crutch. An exception is made for the long *a* of the Ablative Singular in the early sections of the book.

Most of the passages will be found too long for one lesson, unless with older pupils. They must be split up, according to circumstances.

It is possible that some teachers may prefer to use this book not as a first book in the strict sense of the term, but rather after say a year's work at some other book; and I can well imagine that it might be used to good purpose in this way, for instance as a bridge to Caesar, whose invasions of Britain are narrated in out-

line in my Chapters VIII.-XIV., or for practice in rapid reading side by side with an author.

My best thanks are due to Lord Avebury for permission to reproduce the photographs of Roman and British coins which appear in this volume, especially of the coin of Antoninus Pius with the figure of Britannia upon it—the prototype of our modern penny.

E. A. S.

BIRMINGHAM,
January, 1902.

The following passages have struck me since my Preface was written as throwing light on the idea of this book.

"The real question is not whether we shall go on teaching Latin, but what we can do to teach it so as to make learners understand that it is not a dead language at all."—Sir F. POLLOCK, in the 'Pilot,' Jan. 12th, 1901.

"We must convince our pupils of the reality of the study [Latin] by introducing them at as early a period as possible to a real book."—P. A. BARNETT in "Common Sense in Education and Teaching," p. 210.

"Assimilate the system of teaching the classical languages to that which I have shadowed forth for modern language teaching."—Professor MAHAFFY, Address to Modern Languages Association, Dec., 1901.

CONTENTS

NEWER METHODS IN THE TEACHING OF LATIN	PAGE - - II
----------------------------------------	----------------

TEXT.

I.—ORA MARITIMA	- - 1st Declension, with the Present Indicative of <i>sum</i> and of the 1st Conjugation	- - 23
II.—PATRUUS MEUS	- - 2nd Declension in <i>-us</i>	- 26
III.—MONUMENTA ANTIQUA	- 2nd Declension in <i>um</i>	- 28
IV.—DELECTAMENTA PUERORUM	2nd Declension; words like <i>puer</i>	- - 30
V.—MAGISTER NOSTER	- - 2nd Declension; words like <i>magister</i>	- - 32
VI.—BRITANNIA ANTIQUA	- - Mixed forms of 1st and 2nd Declension, with Past Imperfect Indicative of <i>sum</i> and of the 1st Conjugation (Active Voice)	- - 33
VII.—VESTIGIA ROMANORUM	- - The other Tenses of the Indicative of <i>sum</i> and of the 1st Conjugation (Active Voice)	- 38 I

NEWER METHODS IN THE TEACHING OF LATIN

We are familiar with the watchwords of two opposed camps on the subject of language-teaching. The old-fashioned view that the "declining of nouns and verbs," to use Dr. Johnson's phrase, is a necessary preliminary to the reading of any text is nowadays met with the continental cry of "Fort mit der Grammatik!" But we are not really compelled to accept either of these harsh alternatives, as the more moderate adherents of the new German school are now fain to admit. Grammar has its proper place in any systematised method of teaching a language; but that place is not at the beginning but rather at the end of each of the steps into which a well-graduated course must be divided. Speaking of the course as a whole, we may say that the learning of grammar should proceed side by side with the reading of a text. The old view, which is far from extinct at the present day, though it is rarely carried out in all its rigour, was that the pupil must learn the rules of the game before he attempts to play it. The modern view is that just as in whist or hockey one learns the rules by playing the game, so in the study of a language one learns the grammar best by the reading of a simple text. But

* Extracted from an article contributed to Mr. Sadler's *Special Reports*.

it is necessary at once to draw a distinction, which marks the difference between the earlier and the more developed form of the new method. The mistake made by the first zealots of the new school was that they plunged the pupil without preparation into the reading of what were called "easy passages,"—passages taken from any ordinary book, and easy perhaps as compared with other passages which might have been selected, but still bristling with a multitude of heterogeneous forms and constructions. This was an "inductive method" with a vengeance; but it soon became evident that to expect a young beginner to work his way through such a jungle to the light of clear grammatical consciousness was to expect too much;* and even for the adult beginner the process is slow and laborious. For what is the object of grammar unless to make the facts of a language accessible and intelligible by presenting them in a simple arrangement? Here as elsewhere science ought surely to step in as an aid, not an obstacle, to understanding. What the advocates of the new school failed to see was that "nature" cannot dispense with "art"; in other words that the text which is to serve as the basis of an inductive study of the language must be specially constructed so as to exhibit those features on which the teacher desires to lay stress at a particular stage of learning.

What is the ordinary English practice at the present day? On this point others are more competent to speak than I; but I imagine I am not far wrong in saying that the first step in learning Latin is to spend a month or two in learning declensions and conjugations by rote—not, let us hope, complete with their irregularities and exceptions, but in outline. The pupil

* A distinguished representative of the *Neuere Richtung* admitted in conversation with the present writer some years ago that the teaching of French out of his own book was "Hundesarbeit" (*horse-work*.)

then proceeds to the reading and writing of easy sentences, perhaps in such a book as "Gradatim"; and after say a year or more he will be reading easy selections from a Latin author. All the while he recapitulates his grammar and extends his grammatical horizon. This is, in any case, an immense improvement on the older plan of learning the whole of the old Eton Latin Grammar in its Latin dress without understanding a word of what is meant by its "as in praesenti" and other mysteries. If wisely administered, this method may also avoid the error of "Henry's First Latin Book," which taught an intolerable deal of Accidence and Syntax to a half-pennyworth of text; though, on the other hand, Henry's First Latin Book was an attempt to accompany the learning of grammar with the reading of easy sentences from the very beginning, and in so far was better than the method we are considering. For I must maintain, with all deference to the opinion of others whose experience is wider than my own, that we are as yet far from having drawn the full conclusions of the process of reasoning on which we have entered. There should be no preliminary study of grammar apart from the reading of a text. The declensions and conjugations, learned by rote apart from their applications, cannot be properly assimilated or understood, and often prove a source of error rather than enlightenment in subsequent study. They have to be learned over and over again—always in doses which are too large for digestion, and the pupil has meanwhile been encouraged to form a bad habit of mind. Half knowledge in this case too often leads to the unedifying spectacle of the Sixth Form boy or the University undergraduate who is still so shaky in his accidence that he cannot pass his "Smalls" without a special effort, though in some respects he may be a good scholar. But still more serious is the effect of the false conceptions which are inevitably implanted in the mind by this method of grammar without understanding. The pupil learns *mensū*, "by or with a table,"

14. NEWER METHODS IN THE TEACHING OF LATIN

agricolā, "by or with a farmer"—both of them impossible Latin for the English in its natural sense; *mensae* meaning strictly "to a table" is almost impossible in any elementary context. Yet the pupil necessarily supposes that in some context or other they must have those meanings; it is often years before he discovers that he has been the victim of a practical joke. Some boys never see the fun to the bitter end; in other words, they never learn the syntax of the Cases at all. And where are the counterbalancing advantages of this method? The pupil is introduced at an early stage to the reading of selections from Latin authors. But what if the interest and stimulus of reading consecutive passages could be secured without the sacrifice of clearness and grasp which is involved in the method of preliminary grammar? The advantages would seem in that case to be all on one side. Each new grammatical feature of the language would be presented as it is wanted, in an interesting context, and would be firmly grasped by the mind; at convenient points the knowledge acquired would be summed up in a table (the declension of a noun or the forms of a tense). The foundations of grammar would thus be securely laid; there would be no traps for the understanding, because each new feature would be presented in concrete form, that is in a context which explained it. For example, instead of *mensā*, "by or with a table," etc., we should have *in mensā*, "on a table," *cum agricolā*, "with a farmer," *ab agricolā*, "by a farmer"; *ad mensam*, "to a table" or sometimes "by (*i.e.* near) a table;" *agricolae dat*, but not *mensae dat*. After one declension had been caught in this way, the others would not need so elaborate a treatment. But still the old rule of "*festina lente*" would warn the teacher not to impose too great a burden on the young or even the adult beginner; it is no light task to learn simultaneously forms and their meanings, vocabulary, and the fundamental facts of syntax. It must be admitted that the method which I am advocating is a slow one at first; but it is sure, and binds fast. The method of pre-

liminary grammar might be called the railroad method. The traveller by rail travels fast, but he sees little of the country through which he is whirled. The longest way round is often the shortest way home; and my experience has been that the time spent at the start without proceeding beyond the very elements of grammar is time well spent. A fair vocabulary is acquired—without effort—in the course of reading; for the learning of new words, especially if they are chosen so as to present obvious similarities to English words, is a task eminently within the powers of the youthful mind; and all words met with in an interesting context arouse attention and impress themselves on the mind of their own accord. All the while the pupil is forming his feeling for the language and gradually becoming habituated to ordinary ways of saying ordinary things. He gradually loses that sense of strangeness which is the great barrier to anything like mastery.* It is surprising how much can be said in Latin without using more than a single declension of nouns and adjectives and a single conjugation of verbs.† The habit of reading very easy Latin, thus acquired at an early stage, will prove of the utmost value when the pupil approaches the study of a Latin author. Such a book as I have in mind should therefore do something to bridge over the formidable chasm which at present separates the reading of isolated sentences from the reading of an author.

All Latin authors as they stand, are far too difficult to serve as a basis of study for beginners: and they are also, I may add, not well adapted in respect of subject matter and

* One great advantage of this method, especially for learners who are able to cover the ground at a fair rate of progress, is that it lends itself to acquiring the “art of *reading* Latin” (as distinct from the art of *construing* it), to use Prof. W. G. Hale’s phrase—the art of rapid reading.

† There are some 1,000 verbs of the first conjugation in Latin (including compounds).

sentiment to appeal to the mind of the very young. Cæsar may no doubt be made interesting to a boy or girl of twelve by a skilful teacher with the aid of maps and pictures. But, after all, the Gallic War can never be what it was never meant to be, a child's book. The ideal "Reader," which should be the centre of instruction during the early stages of a young pupil's course, should be really interesting; simple and straightforward in regard to its subject matter, modern in setting, and as classical as may be in form—a book which the pupil may regard with benevolent feelings, not with mere "gloomy respect,"* as worth knowing for its own sake. It should be well illustrated with pictures, diagrams, and maps, provided always that the illustrations are to the point, and such as are really felt to be needed to explain the text and make it live. "Modern in setting," for otherwise the book will not appeal to the young mind; yet there is much justification for the demand made by many adherents of the newer school that the subject matter of any school book dealing with a foreign language should be closely associated with the history and the manners and customs of the people who spoke or speak the language. Possibly the two demands are not irreconcilable; the subject matter may be historical and national, but the point of view from which it is regarded may be modern. For English pupils learning Latin the reconciliation ought to present little difficulty; but nearly every great nation of Europe has its points of contact with Rome, and therefore its opportunities of constructing Latin Readers which are national in more senses than one. On the modern side they may be patriotic in tone, and inspired by that love of nature which appeals so directly to the youthful mind; on the ancient side they may be historical and instructive in the narrower sense of the term. And the illustrations should also have this two-fold character; they should include subjects both ancient and modern,

* Lord Rosebery in his Rectorial Address at Glasgow, 1900.

it being always remembered in regard to the former that their object is not to make the boy or girl an archæologist, but simply to act as an aid to the imagination and enable it to realise what ancient civilisation was like. A good modern fancy sketch may often be more instructive from this point of view than a cut taken from a dictionary of antiquities.

The method which I advocate is, therefore, on its linguistic side, analogous in some respects to the so-called "natural method" or to the method by which an adult, left to his own resources, usually attempts to master a foreign tongue. He begins by attacking some easy book or newspaper, with the help of a dictionary, and he picks up the grammar as he goes along. The method is in either case "heuristic"; in neither case does the learner attempt to reconstruct the language out of the grammar, as a palæontologist reconstructs an extinct animal from a study of a few bones. But in the one case the learner works on a text which presents all the variety and complexity of nature; in the other, on a text which has been simplified and systematised by art, so as to lead directly to a clear view of certain fundamental grammatical facts. Granted the premises, I conceive that there will be no great difficulty in accepting the conclusion; for there can hardly be a better method of teaching a language than that which combines the systematic order of the grammar with the interest and life of the story-book. The crux of the situation is to write such a school book; and though it may be long before an ideal book of the kind is produced, the problem ought not to be impossible of solution, if once the necessity of a solution from the teaching point of view is realised. On the one hand the ideal book ought to have a sustained interest, and if possible to form a continuous narrative from beginning to end; otherwise much of the effect is lost; this adds materially to the difficulty of writing. On the other hand there are various considerations which lighten the task. The writer has before him an infinite variety of choice in regard to his subject matter; and

though his grammatical order must be systematic, he is under no obligation to confine himself absolutely to the narrowest possible grammatical field at each step. For example adjectives* may be, as they should be on other grounds, treated side by side with the substantives which they resemble in form, and the easy forms of *possum* (e.g., *pot-es*, *pot-est*, *pot-eram*) side by side with the corresponding forms of *sum*. Here we have material for the building of sentences. We may even go further and admit a certain number of forms which anticipate future grammatical lessons, provided they are not too numerous or of such a character as to confuse the grammatical impression which it is the purpose in hand to produce. For example, forms like *inquam*, *inquit* might be introduced, if necessary, long before the learning of the defective verbs was reached; they would, of course, be accompanied by their translations and treated as isolated words without any grammatical explanation. Tact in introducing only such forms as are not liable to lead to false inferences is necessary; and, of course, the fewer such anticipations there are the better. A certain latitude must also be conceded in regard to idiom and style. While it is of importance that the pupil should come across nothing which might react disadvantageously on his future composition, it is mere pedantry to insist on any exalted standard of literary excellence. The writer who works under the limitation imposed by the conditions of the problem should not attempt any high style of diction; it is sufficient if his Latin is up to the standard of such isolated sentences as usually form the mental pabulum of the beginner, though it might well be somewhat higher.

I would here anticipate a possible objection. Would not such a book be too easy? Would it provide a sufficient amount of mental gymnastic to serve as a means of training the faculties of

*Including Possessive Adjectives and Participles (Verb-adjectives).

reason and judgment? That would depend altogether on the aim which the writer set before himself. There is plenty of room within the limits of the first declension and the first conjugation for the training of the mind in habits of accurate thought and expression; for instance, the sentences may be made as difficult in regard to order of words as you please. But I would urge that they can hardly be made too easy at the beginning. It is sometimes forgotten that mental training is not synonymous with the inculcation of a mass of grammatical forms which only burden the memory, and that the habit of reading with care and fluency is itself a mental discipline of the highest value. What the teacher of any language has to do is not to accustom his pupil to regard each sentence as a nut to crack or a pitfall to beware of; but rather to induce him by the art of "gentle persuasion" to look upon the foreign tongue as a friend to be approached on terms of easy familiarity. Difficulties will accumulate fast enough, and I submit with all deference that it is a mistake to convert the learning of any foreign language into an obstacle race, by deliberately throwing difficulties into the path of the learner. Latin, at any rate, is hard enough in itself. And a habit of thoughtlessness is surely the last thing that will be encouraged by a method such as that sketched above, by which learning is made a matter of observation from the first, and not of unintelligent memorizing.

It goes without saying that the grammar to be taught in such a book should be limited to the necessary and normal. All that is in any way superfluous to the beginner should be rigorously excluded. But so soon as a general view of the whole field of regular accidence and the bare outlines of syntax has been attained by way of the Reader, the time has arrived for taking the pupil over the same ground again, as presented in the systematic form of the grammar. He is now in a position to understand what a grammar really is—not a collection of arbitrary rules, but a *catalogue raisonné* of the usages of a language based upon

observation and simplified by science. Successive recapitulations should take in more and more of what is abnormal, until a fairly comprehensive view of the whole field is obtained. The suggestions of whatever new texts are read should, of course, be utilised in preparing the mind for irregularities and exceptions ; but it is no longer perilous to study the grammar apart. Each course of grammar deepens the impression made by those which precede it, and at the same time extends the pupil's mental horizon, the successive courses being superimposed on one another like a number of concentric circles with ever widening diameters.

I have said nothing about the writing of Latin, because it is obvious at the present day that reading should be accompanied by writing from the first, and, what is even more important, that the sentences to be translated into Latin should be based on the subject matter and vocabulary of the Reader. Learning a language is largely an imitative process, and we must not expect our beginners to make bricks without straw, any more than we expect pupils at a more advanced age to compose in the style of Cicero or Livy without giving them plenty of models to work upon. It is more important to insist here on the importance of training the organs of speech and hearing even in learning a "dead language" like Latin. For a dead language is still a language, and cannot be properly grasped unless it has some contact with living lip and living ear. Let the pupil then become accustomed from the first to reading Latin aloud, and to reading it with intelligence and expression. It is a habit which does not come of itself ; but to teach it goes a long way towards making the language live again, and acts as a most valuable support to the memory. Let anyone try learning a little modern Greek, and he will appreciate the difference between remembering the accents by ear and remembering them by the eye alone. So, too, in regard to forms and vocabulary. What we have to familiarise our pupils with is

not merely the look of the word and the phrase and the sentence on paper, but still more, the shape of them to the ear.

From the point of view of the University a reform in school procedure, both on the literary and on the grammatical side, would confer great and lasting benefits.* There must be many University teachers who, like the present writer, feel dissatisfied with the scrappy and haphazard knowledge of the classics commonly presented by students reading for Pass degrees. But the foundations must be laid during the long school course, as the developed flower must be present in the germ. By not hurrying over the initial stages, and by a wise guidance of the later steps, the consummation of a worthy classical culture may be reached in the end.

Christmas, 1900.

E. A. SONNENSCHIN.

* Professor Postgate (*Classical Review*, February, 1901) demands a "thorough revision of the modes and materials of classical and especially elementary classical teaching," adding, "Though we of the Universities have a serious grievance against the schools in that they send us so many mistaught on elementary points, and, what is worse, emptied of all desire to learn, we must not forget our own deficiencies."

NOTE TO THE NEW ISSUE.

The demand for a new issue of this book within a few months of its publication offers the temptation to attempt improvements in detail—a temptation which I have sternly resisted in the interests of schools. But there seems no reason why one or two slight oversights should not be mentioned in this place.

p. 119, line 1: read 'sometimes not' for 'not always,' as the word semper has not occurred.

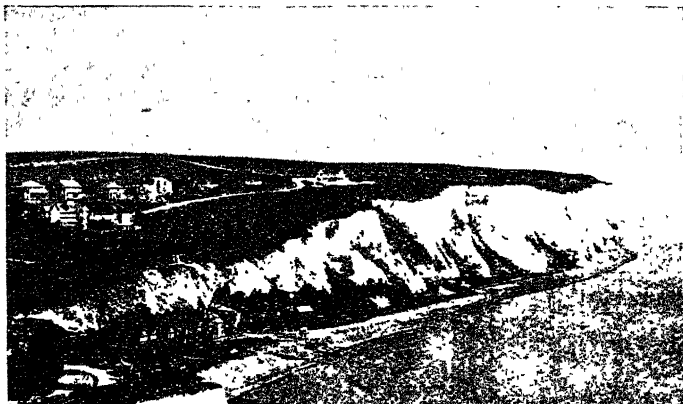
p. 123, lines 4 and 8 of § 23: the word septimus, a, um has not yet occurred, and must therefore be supplied to the pupil. (It occurs for the first time in § 26.)

NOTE TO THE ISSUE OF 1905.

The continued and increasing favour shown to my Latin story as also to its sequel 'Pro Patria,' has involved the production of a new issue at short notice. But I find nothing to change in the Latinity of the text, except the addition of the subject (dux) on p. 53, l. 11. 'Magnus numerus navigiorum afflictata erant' on p. 48 is of course a construction 'according to the sense.'

May I call the attention of teachers to the mistake, into which pupils easily fall, of pronouncing the word 'Maritima' like the French 'maritime' with the accent on the syllable 'ti-, instead of Maritīma?

ORA MARITIMA
VEL
COMMENTARII DE VITA MEA AD
DUBRAS ANNO MDCCCXCIX



ORA MARITIMA INTER DUBRAS ET RUTUPIAS.

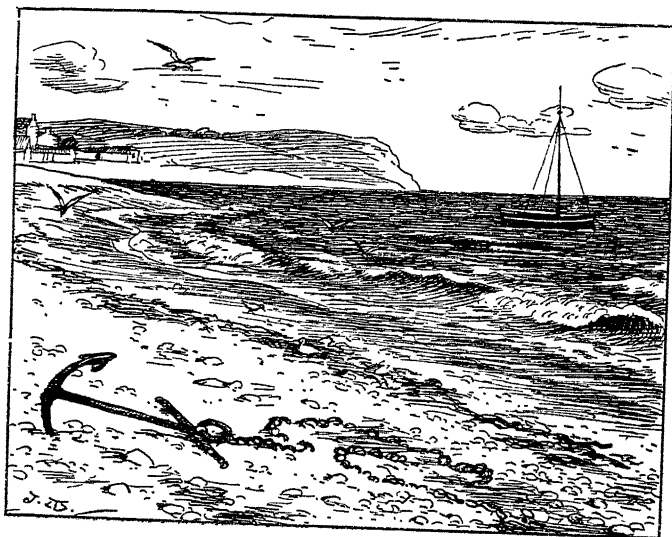
I. Ora maritima.

[First Declension of nouns and adjectives, together with the Present Indicative of *sum* and of the First Conjugation.]

I. Quam bella est ora maritima! Non procul ab orā maritimā est villa. In villā amita mea habitat; et ego cum amitā meā nunc habito. Ante ianuam villae est arca. In arcā est castanea, ubi

luscinia interdum cantat. Sub umbrā castaneae an̄ciha
interdum cenam parat. Amo oram maritimam ; amo
villam bellam.

2. Feriae nunc sunt. Inter ferias in villā
maritimā habito. O beatas ferias! In arenā orae
maritimae sunt ancorae et catenae. Nam incolae
orae maritimae sunt nautae. Magna est audacia
nautarum : procellas non formidant. Nautas amo, ut
nautae me amant. Cum nautis interdum in scaphis
navigo.



ANCORA ET CATENA—SCAPHA.

3. Ex fenestris villae undas spectas. Undas
caeruleas amo. Quam magnae sunt, quam perlucidae!

Post cenam lunam et stellas ex fenestrā meā specto. Prope villam est silva, ubi cum amitā meā saepe ambulo. Quantopere nos silva delectat! O copiam plantarum et herbarum! O copiam bacarum! Non solum nautae sed etiam agricolae circum habitant. Casae agricularum parvae sunt. Nautae casas albas habitant. Amita mea casas agricularum et nautarum saepe visitat.

4. Victoria est regina mea. Magna est gloria Victoriae Reginae, non solum in insulis Britannicis sed etiam in Indiā, in Canadā, in Australiā, in Africā, ubi coloniae Britannicae sunt. Regina est domina multarum terrarum. Britannia est domina undarum. In gloriā reginae meae triumpho. Te, Britannia, amo: vos, insulae Britannicae, amo. Sed Britannia non est patria mea. Ex Africā Meridianā sum.

5. Lydia quoque, consobrina mea, apud amitam meam nunc habitat. Lydia columbas curat: cura columbarum Lydiae magnam laetitiam dat. Tu, Lydia, cum apud magistrā tuam es, linguae Franco-gallicae et linguae Anglicae operam das; sed ego linguis antiquis Romae et Graeciae operam do. Saepe cum Lydiā ad silvā vel ad oram maritimā ambulo. Interdum cum nautā in scaphā navigamus. Quantopere nos undae caeruleae delectant! Lydia casas agricularum cum amitā meā interdum visitat. Vos, filiae agricularum, Lydiā amatis, ut Lydia vos amat. Ubi inopia est, ibi amita mea inopiam levat.

II. Patruus meus.

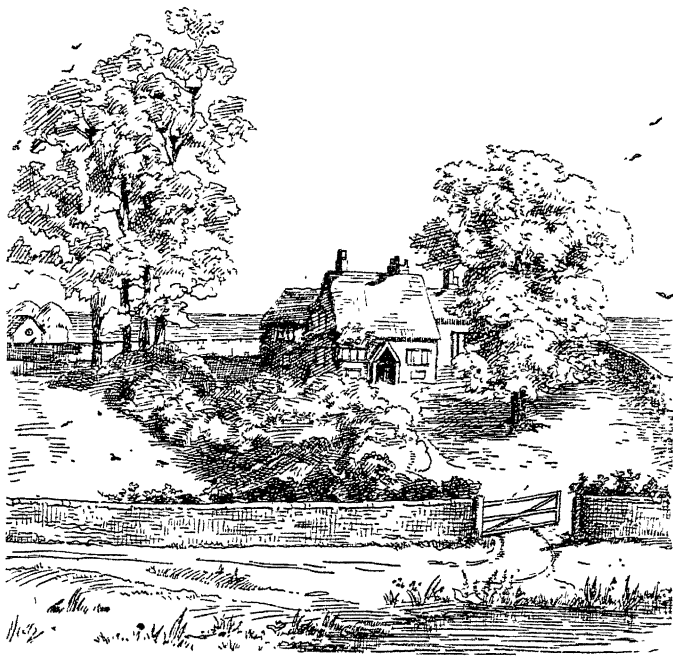
[Second Declension : Nouns and Adjectives in *us*].

6. Patruus meus quondam praefectus erat in Africā Meridianā. Nunc militiā vacat, et agello suo operam dat. Agellus patruī mei non magnus est. Circum villam est hortus. Murus horti non altus est. Rivus est prope hortum, unde aquam portamus, cum hortum irrigamus. In horto magnus est numerus rosarum et violarum. Rosae et violae tibi, mi patruē, magnam laetitiam dant. Tu, Lydia, cum patruo meo in horto saepe ambulas.

7. In angulo horti sunt ulmi. In ulmis corvi nidificant. Corvos libenter specto, cum circum nidos suos volitant. Magnus est numerus corvorum in horto patruī mei ; multi mergi super oceanum volitant. Vos, mergi, libenter specto, cum super oceanum volitatis et praedam captatis. Oceanus mergis cibum dat. Patruum meum hortus et agellus suus delectant ; in agello sunt equi et vaccae et porci et galli gallinaeque. Lydia gallos gallinasque curat. Non procul ab agello est vicus, ubi rustici habitant. Nonnulli ex rusticis agellum cum equis et vaccis et porcis curant.

8. Ex horto patruī mei scopulos albos orae maritimae spectamus. Scopuli sunt alti. Ora Francogallica non procul abest. Noctu ex scopulis pharos orae Francogallicae spectamus, velut stellas claras in oceano. Quam bellus es, oceane, cum luna

undas tuas illustrat! Quantopere me delectat vos,
undae caeruleae, spectare, cum tranquillae estis et
arenam orae maritimae lavatis! Quantopere me
delectatis cum turbulentae estis et sub scopulis
spumatis et murmuratis!



VILLA MARITIMA.

ULMI ET CORVI. MURUS. IANUA. RIVUS. CASTANEA. MERGI.

III. Monumenta antiqua.

[Nouns and Adjectives in *um*].

9. Agellus patruī mei in Cantio est, inter Dubras et Rutupias situs. Dubrae et Rutupiae oppida antiqua sunt. Multa sunt monumenta antiqua in Britannīā, multa vestigia Romanorum. Reliquiae villarum, oppidorum, amphitheatrorum Romanorum hodie exstant. Multae viae Romanae in Britannīā sunt. In Cantio est via Romana inter Rutupias et Londinium. Solum Britannicum multos nummos aureos, argenteos, aeneos et Britannorum et Romanorum occultat. Rusticis nummi saepe sunt causa lucri,



NUMMUS ROMANUS CUM FIGURA BRITANNIAE.



NUMMUS ROMANUS.
(C. IUL. CAESAR.) (AUGUSTUS.)



NUMMUS BRITANNICUS.



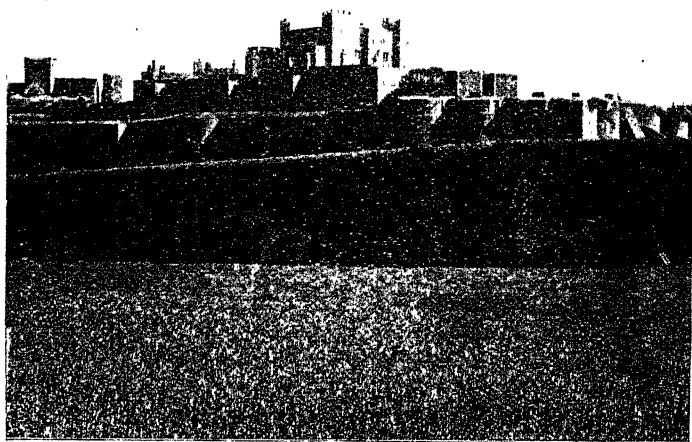
NUMMUS BRITANNICUS.

cum arant vel fundamenta aedificiorum antiquorum excavant. Nam nummos antiquos magno pretio venundant. Patruo meo magnus numerus est nummorum Romanorum.

10. Inter ferias commentarios meos de vitā meā scriptito. Dubras saepe visitamus ; nam oppidum non procul abest. Super oppidum est castellum magnum ; in castello est specula antiqua. Muri speculae alti et lati sunt. Quondam erat pharus Romanorum. Prope speculam est aedificium consecratum. Iam secundo saeculo post Christum natum basilica Christiana erat.

11. Castellum in promunturio orae maritimae stat. Post castellum sunt clivi graminei et lati. Ex castello fretum Gallicum spectas. Ante oculos sunt vela

alba multorum navigiorum ; navigia sunt Brittanica, Francogallica, Germanica, Belgica. Nonnulla ex navigiis Britannicis "castella" nominata sunt. Littera C in signo est. "Castella" in Africam Meridianam navigant, ubi patria mea est.



CASTELLUM AD DUBRAS.

IV. Delectamenta puerorum.

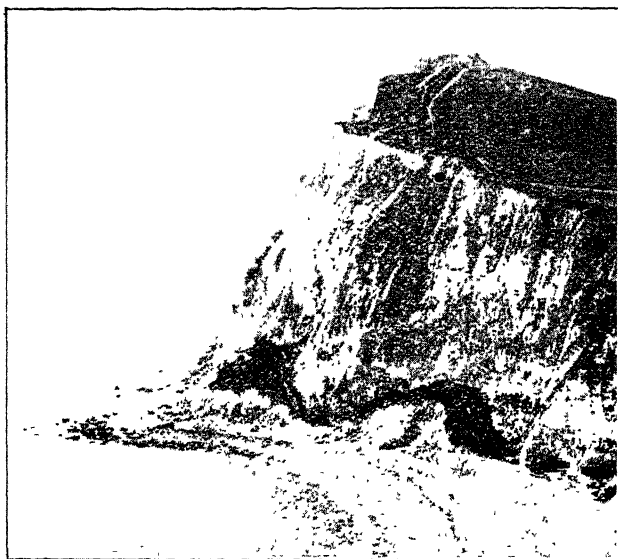
[Nouns and Adjectives like *puer*].

12. In numero amicorum meorum sunt duo pueri. Marcus, puer quattuordecim annorum, mili

praecipuus amicus est. Prope Dubras nunc habitant, sed ex Caledoniā oriundi sunt. Nobis pueris feriae nunc sunt; nam condiscipuli sumus. Inter ferias liberi sumus scholis. Amici mei me saepe visitant, et ego amicos meos visito. Magna est inter nos amicitia. Unā ambulamus, unā in undis spumiferis natamus, cum non nimis asperae sunt. Quantopere nos pueros ludi pilarum in arenā delectant! Ut iuvat castella contra undas spumiferas aedificare!

13. Nobis pueris feriae plenae sunt gaudiorum, a mane usque ad vesperum. Nonnumquam in scaphā cum Petro navigamus. Petrus est adulescentulus viginti annorum. Petri scapha non solum remis sed etiam velis apta est. Plerumque remigamus, sed nonnumquam vela damus, cum ventus non nimis asper est. Petrus scapham gubernat et velis ministrat. Nos pueri scapham bellam laudamus et amamus.

14. Non procul a Dubris est scopulus altus, unde oceanum et navigia et oram maritimam spectas. Locus in fabulā commemoratus est, ubi Leir, regulus Britannorum antiquorum, fortunam suam miseram deplorat, stultitiam suam culpat, filias suas animi ingrati accusat. O fortunam asperam! O filias impias! O constantiam Cordeliae! Scopulus ex poetā nominatus est. Nam in fabulā est locus ubi vir generosus, amicus fidus reguli, de scopulo se praecipitare parat; sed filius suus virum ex periculo servat. Filium fidum laudo et amo. Nos pueri locum saepe visitamus.



SCOPULUS ALTUS AD DUBRAS EX POETA NOMINATUS.

(Photographed by M. Jacolette.)

V. Magister noster.

[Nouns and Adjectives like *magister*].

15. Magister noster vir doctus est, sed ludorum peritus. Nobis pueris carus est. Inter ferias patrum meum interdum visitat. Dextra magistri nostri valida est, et pueri pigri nec dextram nec magistrum amant.

“Non amo te, Sabidi, nec possum dicere quare.

Hoc tantum possum dicere: non amo te.”

Magistrum non amant quia libros Graecos et Latinos non amant. Nam discipuli scholae nostrae linguis antiquis operam dant, atque scientiis mathe-

maticis. Magistro nostro magna copia est librorum pulchrorum. Schola nostra antiqua et clara est: non solum libris sed etiam ludis operam damus. Schola nostra non in Cantio est. In vico nostro est ludus litterarius, creber pueris et puellis, liberis agricolarum. Sed ego cum Marco et Alexandro, amicis meis, ad Ventam Belgarum discipulus sum.

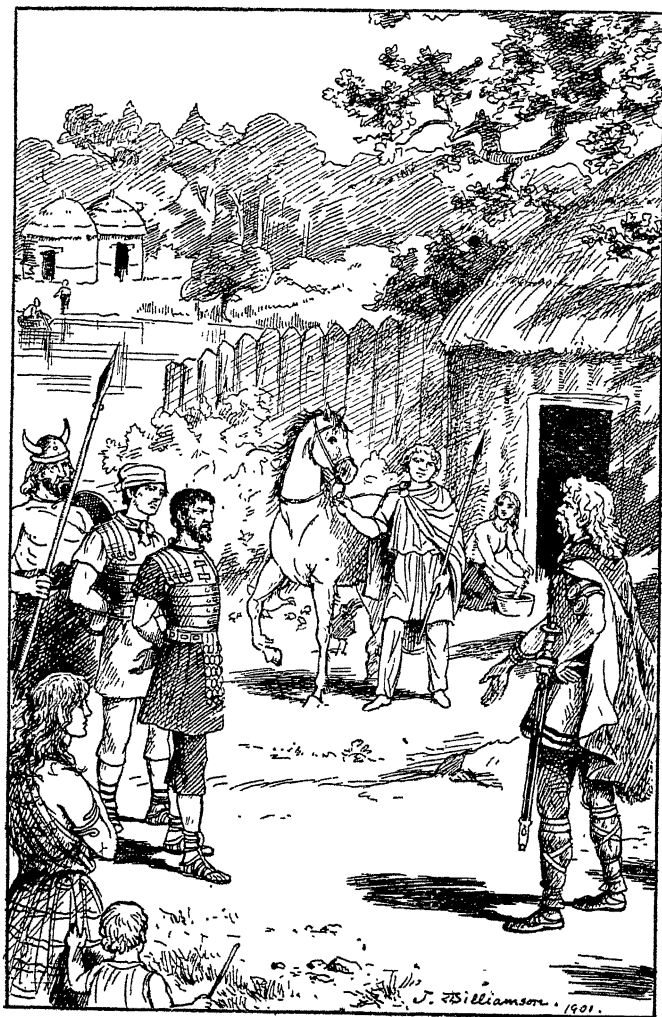
VI. Britannia antiqua.

[Mixed forms of Nouns and Adjectives of the 1st and 2nd Declensions, together with the Past Imperfect Indicative of *sum* and of the 1st Conjugation.]

16. Magister noster librorum historicorum studiosus est; de patriâ nostrâ antiquâ libenter narrat. Proximo anno, dum apud nos erat, de vitâ Britannorum antiquorum saepe narrabat. Patruus meus et amita mea libenter auscultabant; ego quoque nonnumquam aderam. Sic narrabat:—

“Fere tota Britannia quondam silvis densis crebra erat. Inter oram maritimam et fluvium Tamesam, ubi nunc agri frugiferi sunt, silva erat Anderida, locus vastus et incultus. Silvae plenae erant ferarum—luporum, ursorum, cervorum, aprorum. Multa et varia materia erat in silvis Britannicis: sed fagus Britannis antiquis non erat nota, si Gaius Iulius vera affirmat. Et pinus Scotica dcerat.”

17. “Solum, ubi liberum erat silvis, frugiferum erat. Metallis quoque multis abundabat—plumbo albo



BRITANNI ANTIQUI,

et ferro, atque, ut Tacitus affirmat, auro argentoque. Margaritas et ostreas dabat oceanus: margaritae parvae erant, sed ostreae magnae et praeclarae. Caelum tum quoque crebris pluviis et nebulis atris foedum erat; sed pruinae asperae aberant. Natura oceani pigra' erat, si testimonium Taciti verum est: nautae Romani, inquit, in aquā pigrā vix poterant remigare. Sed verumne est testimonium? An natura nautarum Romanorum non satis impigra erat?"

18. "Incolae antiqui insulae nostrae feri et bellicosi erant. Hastis, sagittis, essedis inter se pugnabant. Proelia Britannos antiquos delectabant. Multi et diversi erant populi Britannorum. Multi ex populis erant Celtae. Celtis antiquis, sicut Germanis, capilli flavi, oculi caerulei, membra magna et robusta erant. Sic Tacitus de Caledoniis narrat. Incolae Cambriae meridianae 'colorati' erant. Sed Romanis statura parva, oculi et capilli nigri erant. Universi Britanni, ut Gaius Iulius affirmat, membra vitro colorabant, sicut nautae nostri hodierni. Vestimenta ex coriis ferarum constabant. In casis parvis circum silvas suas habitabant."

19. Hic amita mea "Nonne in oppidis habitabant?" inquit. Et ille "Oppida aedificabant," inquit "sed, si Gaius Iulius vera affirmat, oppida Britannorum antiquorum loca firmata erant, non loca ubi habitabant. Sed Britannia meridiana crebra erat incolis et aedificiis. Sic narrat Caesar in libro quinto Belli Gallici. Multi una habitabant, ut puto." "Itaque non plane barbari erant," inquit amita mea. Et

ille: "Incolae Cantii agri culturae operam dabant, atque etiam mercaturae. Nam Veneti ex Galliā in Britanniam mercaturae causā navigabant. Britanni frumentum, armenta, aurum, argentum, ferrum, coria, catulos venaticos, servos et captivos exportabant; frena, vitrea, gemmas, cetera importabant. Itaque mediocriter humani erant, nec multum diversi a Gallis."



URNAE ET CATENAE BRITANNICAE.



DRUIDAE BRITANNICI,

20. "Multi mortuos cremabant, sicut Graeci et Romani: exstant in Cantio sepulchra cum urnis pulchre ornatis. Exstant etiam nummi Britannici, aurei, argentei, aenei. Esseda quoque fabricabant: non plane inhumani erant, si rotas ferratas essedorum et nummos aureos acneosque fabricare poterant. Britannis antiquis magnus numerus gallorum gallinarumque erat; animi, non escae, causa curabant, ut Gaius Iulius affirmat. Sed incolae mediterraneorum et Caledonii feri et barbari erant. Mortuos humabant. Agri culturae operam non dabant: non frumento sed ferinā victitabant. Deorum fana in lucis sacris et silvis atris erant. Sacra curabant Druidae. Sacra saeva erant. Viros, feminas, liberos pro victimis sacrificabant. Inter se saepe pugnabant; captivos miseros venundabant, vel cruciabant et trucidabant: nonnumquam simulacra magna, plena victimis humanis, cremabant. Populorum inter se discordiae victoriam Romanorum parabant."

VII. Vestigia Romanorum.

[Future Indicative and Imperative of *sum* and of the 1st Conjugation].

21. Nuper, dum Marcus et Alexander mecum erant, patruo meo "Quantopere me delectabit" inquam "locum visitare ubi oppidum Romanum olim stabat." Et Alexander "Monstra nobis," inquit "amabo te, ruinas castelli Rutupini." Tum patruus meus "Longa est via," inquit "sed aliquando monstrabo. Cras, si vobis gratum erit, ad locum ubi proelium erat Britannorum cum Romanis ambulabimus. Ambulabitisne

nobiscum, Marce et Alexander?" "Ego vero" inquit Marcus "tecum libenter ambulabo"; et Alexander "Mihi quoque pergratum erit, si nobis sepulchra Britannorum et Romanorum monstrabis." Sed patruus meus "Festina lente" inquit; "nullae sunt ibi reliquiae sepulchrorum, et viri docti de loco proelii disputant. Sed quota hora parati eritis?" "Quinta hora" inquit.

22. Postridie caelum serenum erat. Inter ientaculum amita mea "Quota hora" inquit "in viam vos dabit? et quota hora cenare poteritis?" Et patruus meus "Quinta hora Marcus et Alexander Dubris adventabunt; intra duas horas ad locum proelii ambulare poterimus; post unam horam redambulabimus; itaque hora decima vel undecima domi erimus, ut spero." Tum ego "Nonne ieiuni erimus," inquam "si nihil ante vesperum gustabimus?" "Prandium vobiscum portate" inquit amita mea; "ego crustula et poma curabo."

[Perfect Indicative of *sum* and of the 1st Conjugation.]

23. Quinta hora appropinquabat, et amicos meos cupide exspectabam. Ad sonum tintinnabuli ad fenestram properavi. Ecce, pueri ad ianuam aderant. Cum intraverunt, universi exclamavimus "Euge! Opportune adventavistis!" Tum Marcus "Num sero adventavimus?" inquit; "hora fere tertia fuit cum in viam nos dedimus; sed via longa est, et Alexander celeriter ambulare non potest." Sed Alexander "Non sum fatigatus" inquit; "sed quota

hora est?" Tum patruus meus "Nondum quinta hora est" inquit; "paratine estis ad ambulandum?" Et Alexander "Nos vero!" inquit. Tum amita mea et Lydia "Bene ambulate!" inquiunt, et in viam nos dedimus.



C. IULIUS CAESAR.

24. Inter viam patruus meus multa nobis de bello Romanorum cum Britannis narravit. Primo saeculo ante Christum natum Gaius Iulius in Gallia bellabat, et postquam Nervios ceterosque populos Galliae Belgicae debellavit, bellum contra incolas insulae propinquae paravit. Itaque anno quinto et quinquagesimo copias suas in Britanniam transportavit.

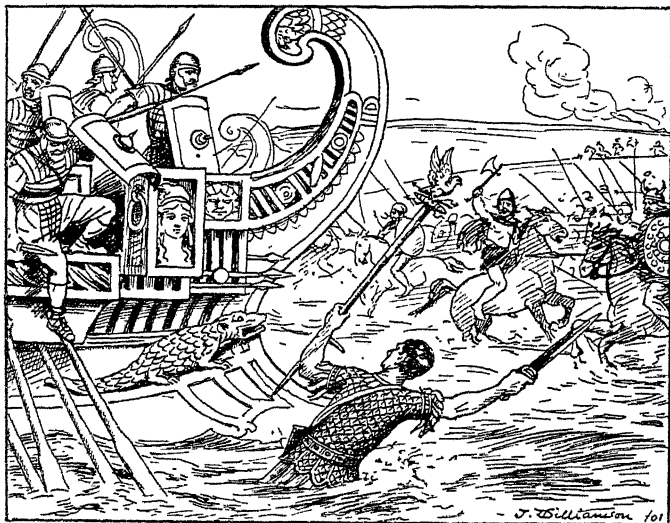
De loco unde navigavit et de loco quo navigia sua applicavit, viri docti diu disputaverunt. Sed inter Dubras et Rutupias est locus ad navigia applicanda idoneus. Dubras non poterat applicare; nam scopuli ibi alti erant, ut nunc sunt, et in scopulis copiae armatae Britannorum stabant. Itaque ad alium locum navigavit, ubi nulli scopuli fuerunt. Sed Britanni quoque per oram maritimam ad locum properaverunt, et ad pugnam se paraverunt. Romanis necesse erat navigia sua magna ad ancoras deligare. Britannis vada nota fuerunt; itaque in aquam equitaverunt et copiam pugnae dederunt.



BRITANNI ROMANOS IN SCOPULIS EXPECTANT.

[Pluperfect (*i.e.* Past Perfect) Indicative of *sum* and of the 1st Conjugation.]

25. Sed iam ad locum adventaveramus, et patruus meus "Spectate pueri" inquit; "hic campus apertus est; scopuli desunt, et locus idoneus est ad copias explicandas. Illic fortasse, ubi scaphas piscatorias spectatis, Gaius Iulius navigia Romana ad ancoras deligaverat. Hic Britanni copias suas collocaverant, et equos in aquam incitaverant. Nonne potestis totam pugnam animo spectare? Sed reliqua narrabo. Dum Romani undis se dare dubitant, aquilifer 'Ad aquilam vos congregate,' inquit 'nisi ignavi estis. Ego certe officium meum praestabo.'



AQUILIFER SE UNDIS DAT.

Et cum aquila undis se dedit. Iam universi Romani ad aquiliferum se congregaverant, et cum Britannis in undis impigre pugnabant. Confusa et aspera fuit pugna. Primo laborabant Romani; sed tandem Britannos propulsaverunt et terram occupaverunt. Ante vesperum Britanni se fugae dederant. Numquam antea copiae Romanae in solo Britannico steterant. Audacia aquiliferi laudanda erat."

[Futare Perfect Indicative of *sum* and of the 1st Conjugation.]

26. Sed nos pueri prandium iam postulabamus : nam hora iam septima erat. Quam bella crustula et poma tu, amita, dederas ! Quantopere nos bacae rubrae et nigrae delectaverunt ! Tum patruus meus "Cum nos recreaverimus," inquit "domum properabimus ; nam non ante undecimam horam adventaverimus ; interea amita tua, mi Antoni, nos exspectaverit. Nonne prandio satiati estis?" Tum ego "Nulla in me mora fuerit." Et Alexander "Ego iam paratus sum" inquit ; "sed quando tu, Marce, satiatus eris?" Tum Marcus "Ieiunus fui" inquit ; "nam per quinque horas nihil gustaveram. Sed cum me altero pomo recreavero, paratus ero. Tu, Alexander, inter viam crustulis operam dedisti ; nam puer parvus es." Nos cachinnamus, et mox in viam nos damus.

VIII. *Expeditio prima C. Iulii Caesaris.*

[3rd Declension : nouns like *Caesar, imperator, sol, expeditio.*]

27. Sed magnus erat calor solis et aeris, neque poteramus celeriter ambulare. Paulo post nebulae solem obscuraverunt, et imber magnus fuit. Mox

sol oram maritimam splendore suo illustravit, et iterum in viam nos dedimus. Imber calorem aeris temperaverat; et inter viam nos pueri patruum meum multa de C. Iulio Cacsare, imperatore magno Romanorum, interrogavimus. "Cur expeditionem suam in Britanniam paravit?" inquit; "cur copias suas in insulam nostram transportavit?" Et patruus meus "C. Iulius Caesar" inquit "proconsul erat Galliae, et per tres annos contra nationes bellicosas Gallorum et Belgarum bellaverat; nam anno duodesexagesimo ante Christum natum Romani Caesarem proconsulem creaverant. Romani autem Britannos in numero Gallorum esse existimabant; et revera nonnullae ex nationibus Britanniae meridianae a Belgis oriundae erant. Atque Britanni Gallis auxilia contra Romanos interdum subministraverant; sed Trinobantes auxilium Romanorum contra Cassivellaunum, regulum Cassorum, imploraverant."

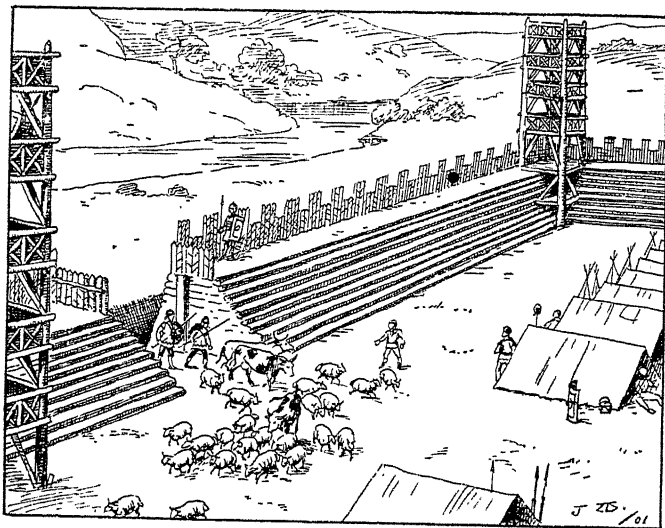
28. "Alia quoque causa belli fuerat avaritia et exspectatio praedae. Cupidi erant Romani insulam nostram ignotam et remotam visitandi et explorandi; nam, ut Tacitus affirmat, ignotum pro magnifico est. Itaque anno quinto et quinquagesimo ante Christum natum C. Iulius Caesar expeditionem suam primam contra Britannos comparavit, et victoriam reportavit, ut narraui; nam post unum proelium Britanni veniam a victoribus imploraverunt. Sed expeditio non magna fuerat; neque Romani ullam praedam ex Britannia reportaverant, nisi paucos servos et captivos. Anno igitur proximo imperator Romanus secundam et multo

maiolem expeditionem in Britanniam paravit. Nam sescenta navigia oneraria in Gallia aedificavit, et quinque legiones Romanas una cum magna multitudine auxiliorum Gallicorum in oram Belgicam congregavit."

IX. Pax violata.

[3rd Declension continued: nouns like *pax*, *aestas*, *miles*.]

29. "Britanni pacem non violaverant, sed Romani pacis non cupidi erant. Itaque aestate anni quarti et quinquagesimi ante Christum natum dux Romanus cum quinque legionibus militum Romanorum et magno numero equitum et auxiliorum Gallicorum iterum in Britanniam navigavit. Tempestas erat idonea, sed in media navigatione ventus non iam flabat; itaque militibus necesse erat navigia remis incitare. Impigre remigaverunt, et postridie navigia ad oram Britannicam prospere applicaverunt. Labor remigandi magnus erat, virtus militum magnopere laudanda. Britanni Romanos in scopulis orae maritimae expectabant; sed postquam multitudinem navigiorum et militum equitumque spectaverunt, in fugam se dederunt. Caesar navigia sua inter Dubras et Rutupias applicavit, ut puto, non procul a loco quo priore anno applicaverat. Inde contra Britannos properavit. Interea unam legionem cum trecentis equitibus ad castra in statione reservabat: nam periculum erat navigia ad ancoras deligata defensoribus nudare."



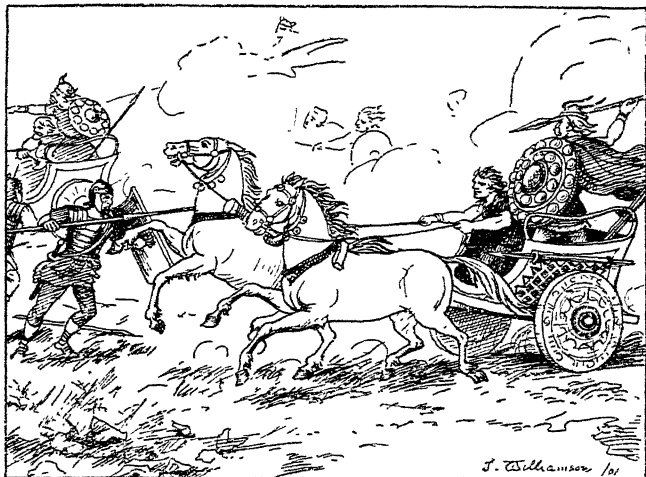
CASTRÀ ROMANA.

X. Certamina varia.

[3rd Declension continued : nouns like *flumen*, *tempus*.]

30. "Britanni certamen vitaverunt, et in silvis se occultaverunt, ubi locus erat prope flumen, egregie et natura et opere firmatus. Itaque 'oppidum' Britannicum erat. De nomine fluminis nihil constat. Oppidum iam ante domestici belli causa praeparaverant, et crebris arboribus vallisque firmaverant. Multa et varia certamina fuerunt: Britanni ex silvis cum equitibus essedisque suis contra Romanos provolabant; Romanis periculosum erat intra munit-

iones Britannorum intrare. Sed post aliquantum temporis milites septimae legionis aggere et testudine locum oppugnaverunt. Tandem Britannos ex silvis propulsaverunt. Pauca erant vulnera Romanorum : nam Romani Britannos pondere armorum et scientia pugnandi multum superabant ; magnitudine et robore corporis Britanni Romanos superabant. Sed Romani quoque homines robusto corpore erant."



ESSEDUM BRITANNICUM.

31. "Victoria Caesari non multum profuit : nam Britannis fugatis instare non poterat, quia naturam loci ignorabat. Praeterea praefectus castrorum, nomine

Quintus Atrius, magnum incommodum nuntiaverat : tempestas navigia in litore afflictaverat. Tempus periculosum erat ; nam Caesari necesse erat a flumine ad litus maritimum properare, et legiones suas ab insectatione Britannorum revocare. Magnus numerus navigiorum in vadis afflictata erant ; cetera novis armis ornanda erant. Opus magni laboris erat, et aliquantum temporis postulabat. Sed nautarum atque militum virtus magno opere laudanda erat. Non solum per diurna sed etiam per nocturna tempora laboraverunt. Interea Caesar nova navigia in Gallia aedificat : sine navigiis non poterat copias suas in Galliam reportare ; uno tempore necesse erat et navigia reparare et contra Britannos bellare."

XI. Naves Romanae.

[3rd Declension continued : nouns like *navis*.]

32. "Duo erant genera navium in classe Romana ; unum erat genus navium longarum, alterum navium onerariarum. Naves longae ad pugnam aptae erant, naves onerariae ad onera atque multitudinem hominum et equorum transportanda. Tota classis Caesaris octingentarum erat navium ; nam sescentas naves onerarias per hiemem in Gallia aedificaverat, ut narravi. Inter ceteras, ducentas numero, nonnullae naves longae erant. Sed navibus longis revera non opus erat Caesari ; nam Britannis antiquis nulla erat classis ; neque naves onerarias aedificabant." Tum ego "Britannia nondum domina undarum erat" inquam ; "sed quomodo frumentum exportare



poterant, si nullas naves aedificabant?" "Venetorum naves" inquit patruus meus "frumentum Britannicum in Galliam portabant, et ex Gallia gemmas, vitrea, cetera in Britanniam. Nam Veneti, natio maritima, in ora Gallica habitabant. Hostes fuerant Romanorum, et magnam classem comparaverant."

33. Tum Marcus "Num nationes barbarae" inquit "naves longas ornare poterant?" Et patruus meus "Formam navium Gallicarum Caesar in tertio libro Belli Gallici commemorat. Puppae altae erant, ad magnitudinem tempestatum accommodatae; carinae planae. Veneti naves totas ex robore fabricabant; ad ancoras catenis ferreis, non funibus, deligabant. Pelles pro velis erant, sive propter lini inopiam, sive quia in pellibus plus firmitudinis quam in velis lineis erat. Naves longae Romanorum non tam altae erant quam Venetorum, sed rostris ferreis et interdum turribus armatae erant; itaque victoriam a Venetis reportaverant." Tum Alexander "Num naves Romanae laminis ferreis armatae erant?" inquit. Sed Marcus: "Quid opus erat laminis ferreis, si tormenta hodierna antiquis deerant?"

XII. Gentium Britannicarum Societas.

[3rd Declension continued: nouns like *gens*, *pars*].

34. Tum patruus meus reliqua de expeditione Caesaris narravit. "Dum milites nautaeque Romani classem novis armis ornant, Caesar ad reliquas copias

properat. Interea hostes summum imperium Cassivellauno mandaverant. Cassivellaunus non erat rex universarum gentium Britannicarum, sed dux vel princeps gentis Cassorum. Anno tamen quarto et quinquagesimo ante Christum natum magna pars gentium Britanniae meridianaë se sub Cassivellauno contra Romanos consociaverant. Flumen Tamesa fines Cassivellauni a finibus gentium maritimarum separabat; ab oriente erant fines Trinobantium; ab occidente Britanni mediterranei. Superiore tempore bella continua fuerant inter Cassivellaunum et reliquas gentes; atque Trinobantes auxilium Romanorum contra Cassivellaunum imploraverant, quia regem suum trucidaverat. Numerus hostium magnus erat; nam, ut Caesar affirmat, 'infinita multitudo hominum' erat in parte meridiana Britanniae."

35. "Caesar formam et incolas Britanniae in capite duodecimo et tertio decimo libri quinti commemorat. Incolae partis interioris Celtæ et barbari erant; incolae maritimæ partis ex Belgio prædaë causa immigraverant, sicut priore ætate trans flumen Rhenum in Belgium migraverant. Et nonnulla nomina gentium maritimarum, unde nomina urbium hodiernarum derivata sunt, Belgica vel Gallica sunt. Belgæ autem a Germanis oriundi erant, ut Caesar in capite quarto libri secundi demonstrat. Itaque pars Britannorum antiquorum Germanica origine erant. Formam insulae esse triquetram declarat. Sed unum latus ad Galliam spectare existimat, alterum ad Hispaniam atque occidentem, tertium ad septentriones.

Itaque de lateribus et angulis laterum errabat. Hiberniam ab occidente parte Britanniae esse recte iudicat, insulam Monam inter Britanniam et Hiberniam esse."

XIII. Maria Britannica.

[3rd Declension continued : nouns like *mare*.]

36. "Lateris primi longitudinem circiter quingenta milia esse iudicat, secundi septingenta, tertii octingenta. Itaque de magnitudine insulae non multum errabat. Flumen Tamesam a mari circiter octoginta milia distare iudicat." Hic nos pueri "Errabat igitur" inquit; "nam inter Londinium et mare non sunt octoginta milia." Sed patruus meus "Recte iudicabat" inquit; "nam pars maris ubi Caesaris castra erant circiter octoginta milia Romana a Londinio distat. Tria maria insulam nostram circumdant; inter Britanniam et Galliam est mare Britannicum vel fretum Gallicum; ab occidente mare Hibernicum; ab oriente mare Germanicum. Nomina marium temporibus antiquis non usitata erant; sed iam Graeci Britanniam esse insulam iudicabant."

XIV. Britannia pacata.

[Recapitulation of nouns of the 3rd Declension.]

37. "Inter Tamesam et mare Britannicum prima concursio erat Romanorum cum copiis Cassivellauni. Duas cohortes in itinere fortiter impugnaverunt. Britanni ex silvis suis provolaverunt, et Romanos in fugam dederunt, et multos Romanorum trucid-

averunt. Tum suos a pugna revocaverunt. Novum genus pugnae Romanos perturbaverat. Nam Britannis non mos erat iusto proelio pugnare; sed equitibus essedisque suis per omnes partes equitabant, et ordines hostium perturbabant; tum consulto copias suas revocabant. Essedarii interdum pedibus pugnant. Ita mobilitatem equitum, stabilitatem peditum in proeliis praestabant. Pedites Romani propter pondus armorum non apti erant ad huiusmodi hostem. Et equitibus Romanis periculosum erat se longo intervallo a peditibus separare: neque pedibus pugnare poterant."



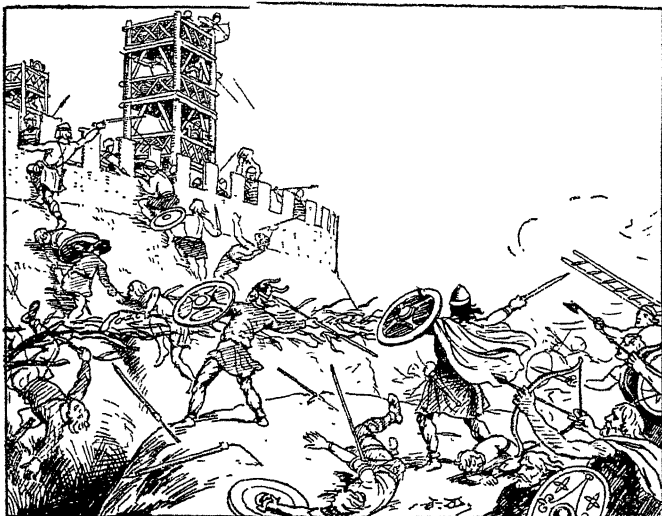
BRITANNI CUM ROMANIS IN ITINERE PUGNANT,

38. "Itaque Romani ordines suos contra equites Britannorum in primo certamine non servaverant.

Sed postridie Romani victoriam reportaverunt. Britanni in collibus procul a castris Romanis stabant. Caesar magnum numerum cohortium et universos equites legato suo Trebonio mandaverat. Hostes subito provolaverunt, et ordines Romanos impugnaverunt. Sed Romani superiores fuerunt. Copias Britannicas propulsaverunt, et in fugam dederunt. Magnum numerum hostium trucidaverunt. Deinde dux continuis itineribus ad flumen Tamesam et in fines Cassivellauni properavit. Cassivellaunus autem cum quattuor milibus essedariorum itinera Romanorum servabat, et paulum de via declinabat seque in silvis occultabat. Interdum ex silvis provolabat et cum militibus Romanis pugnabat; Romani autem agros Britannorum vastabant."

39. "In parte fluminis Tamesae ubi fines Cassivellauni erant unum tantum vadum erat. Quo cum Caesar adventavit, copias hostium ad alteram ripam fluminis collocatas spectavit. Ripa autem sudibus acutis firmata erat; et Britanni multas sudes sub aqua quoque occultaverant. Sed Caesar hostibus instare non dubitavit. Aqua fluminis profunda erat, et milites capite solum ex aqua exstabant; sed Romani se aquae fortiter mandaverunt, et Britannos in fugam dederunt. 'Oppidum' Cassivellauni non longe aberat, inter silvas paludesque situm, quo Britanni magnum numerum hominum, equorum, ovium, boum congregaverant. Locum egregie et natura et opere firmatum Caesar ex

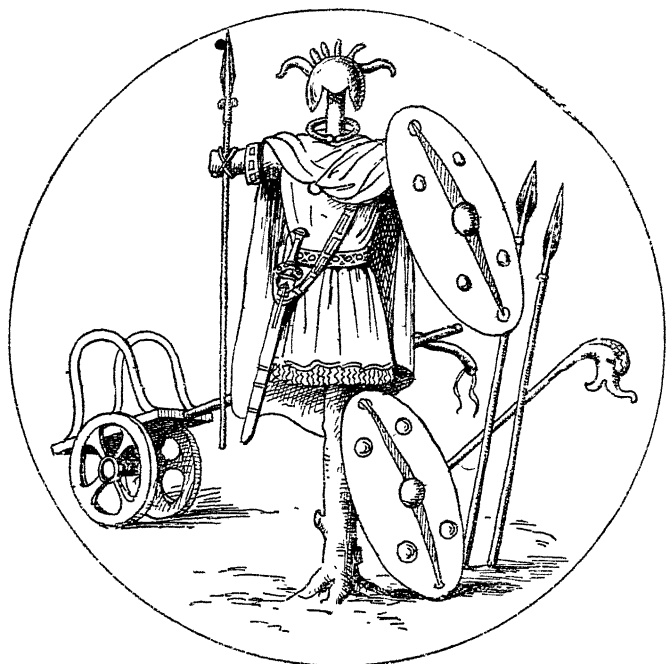
duabus partibus oppugnare properavit: oppidum expugnavit et defensores fugavit."



BRITANNI CASTRA ROMANA OPPUGNANT.

40. Sed in Cantio, ubi quattuor reges Britannis praeerant, nondum finis erat pugnandi. Britanni castra Romana ad mare sita fortiter oppugnant; sed frustra. Romani victores. Interea multae ex civitatibus Britannicis pacem orant. Trinobantibus Caesar novum regem dat, et pacem confirmat. Itaque propter tot clades, propter fines suos bello vastatos, maxime autem propter defectionem tot civitatum, Cassivellaunus de condicionibus pacis deliberat. Caesar pacem dat; Cassivellaunum vetat Trinobantes bello vexare,

et tributum Britannis imperat. Tum copias suas cum magno numero obsidum et captivorum in Galliam reportat. Britanni fortiter sed frustra pro aris et focis suis pugnauerant”



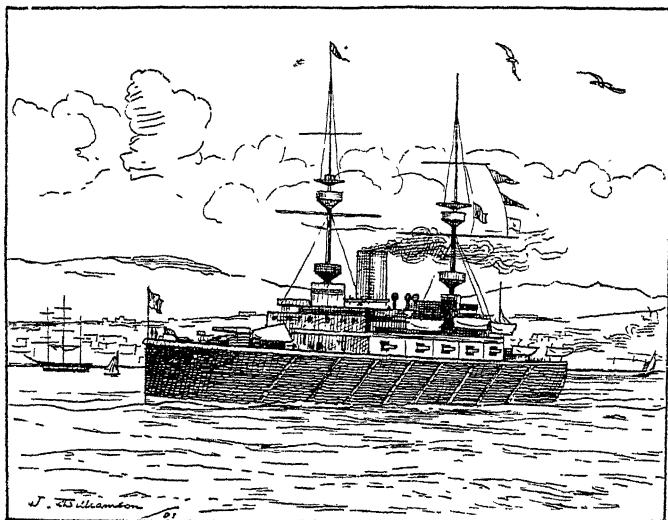
TROPÆUM BRITANNICUM.

XV. Robur et aes triplex.

[Adjectives of the 3rd Declension.]

41. Tum Marcus “o gentem fortem et admirabilem Britannorum!” inquit. “Nam insigne erat facinus quod contra Romanos, victores orbis terrarum, tam

fortiter et nonnumquam prospere pugnaverunt. Non mirum est, si Romani victoriam reportaverunt.” Nos sententiam Marci comprobavimus. Sed iam nona hora erat, cum Alexander, digito ad orientem monstrans, “Nonne naves procul a litore spectatis?” inquit. Et patruus meus “Ita est” inquit; “nam illic est statio tuta navibus. Sed illae naves, ut puto, naves longae sunt ex classe Britannica; nam pars classis nostrae nunc in freto Gallico est. Tum ego “euge, optime!” inquam; “navem longam adhuc non spectavi. Sed non tam grandes sunt quam putavi.” “Pergrandes sunt,” inquit patruus meus “sed procul a litore sunt; omnes laminis ferreis, nonnullae arietibus vel turribus armatae sunt.”



NAVIS LONGA BRITANNICA.

42. Tum nautam veteranum de nominibus navium longarum interrogavimus. In classe Britannica militaverat, sed tum militia vacabat, et custos erat orae maritimae. Nomina navium, ut affirmabat, erant *Grandis*, *Regalis*, *Magnifica*, *Tonans*, *Arrogans*, *Ferox*; omnibus tegimen erat laminis ferreis fabricatum. In *Grandi* praefectus classis navigabat. Omnes ad ancoram deligatae erant. Tum Alexander "Cur non" inquit "ad naves in scapha navigamus?" Mihi et Marco propositum pergratum erat; et nauta ad navigandum paratus erat. Itaque patruus meus "Sero domum adventabimus" inquit; "sed si vos pueri cupidi estis navem longam spectandi, ego non denegabo." Tum nauta "Expectate" inquit "dum omnia paro"; et vela remosque in scapham portavit. Quam dulce erat in mari tranquillo navigare! Ventus lenis flabat, et brevi tempore ad *Regalem* appropinquavimus. Tum classarii nobis navem ingentem monstraverunt, cum machinis, tormentis, rostris, ceteris.

43. Hora iam decima erat cum a *Regali* nos in scapham dedimus. Tum ad litus remigare necesse erat; nam ventus adversus erat. Ego et Marcus una cum patruo meo et nauta veterano remis laboravimus. Sed non ante undecimam horam in litore stetimus. Dum domum properamus, imber fuit, et necesse erat in taberna aliquantum temporis expectare: intravimus et nos recreavimus; nam fatigati eramus. Sed 'post tenebras lux.' Cum domum adventavimus, amita mea et Lydia "Ubi tam diu fuistis?" inquirunt; "nos anxiae fuimus; sed cena iam parata est." Tum nos

“Multa spectavimus” inquit; “ambulatio longa sed pergrata et utilis fuit.” Post cenam Marcus et Alexander Dubras in vehiculo properaverunt. Ego per noctem de Britannis antiquis et de classe Britannica hodierna somniavi. Ante oculos erant viri fortes membris robustis, flavis capillis, oculis caeruleis cum Romanis terra marique pugnantes.

DULCE DOMUM.

DEUS SALVAM FAC REGINAM,
MATREM PATRIAE.

PREPARATIONS.

NOTE TO THE TEACHER ON THE PRONUNCIATION OF WORDS. If the last syllable but one of a word of more than two syllables is *long*, it is also accented; if *short*, the accent is thrown back on to the last syllable but two. But words of only two syllables are always accented on the first of the two.

Syllables ending in two or more consonants are mostly long, as in *aperta*, *fenestra*; so too are syllables containing a double vowel, as in *nantae*. But many syllables ending in a single consonant and containing a single vowel are also long, because the vowel is itself a *long vowel*: these vowels will be marked in the following Preparations. Thus *beata* and *antiqua* have the middle syllable long, and will therefore be marked *beāta*, *antīqua*: and it is because the middle syllable in each of these words has a long vowel in it that it is accented (*beāta*, *antīqua*). Vowels which do not bear any mark in the following Preparations may be regarded as short, as in *domina*, *amita*, *casa*, *quoque*, *mea*, *tua* (accented *dōmina*, *āmīta*, *cāsa*, *quōque*, *mēa*, *tūa*.)

I. The Sea Coast.

[English words connected with the Latin by origin, but not intended as translations of them, are given in square brackets and Roman type.]

§ I.

quam bella	<i>how beautiful</i>	villae	<i>of the country-house</i>
est	<i>is</i>	ārea	<i>an open space</i> [area]
ōra maritima	<i>the sea-shore</i>	in āreā	<i>in the open space</i>
nōn procul	<i>not far</i>	castanea	<i>a chestnut-tree</i>
ab ōrā marit-		ubi	<i>where</i>
imā	<i>from the sea-shore</i>	luscinia	<i>a nightingale</i>
villa	<i>a country-house</i>	interdum	<i>sometimes</i>
	[villa]	cantat	<i>sings</i>
in villā	<i>in the country-house</i>	sub umbrā	<i>under the shade</i>
amita mea	<i>my aunt</i>		(umbra, shade; cf. 'umbrella')
habitat	<i>dwells, lives</i>	castaneae	<i>of the chestnut-tree</i>
et	<i>and</i>	ancilla	<i>a maid-servant</i>
ego habitō	<i>I dwell, I am</i>	cēnam parat	<i>prepares supper</i>
	<i>staying</i>	amō ōram	<i>I love the shore</i>
cum amitā meā	<i>with my aunt</i>	amō villam	<i>I love the pretty</i>
nunc	<i>now</i>	bellam	<i>country-house</i>
ante iānuam	<i>before the door</i>		

Compare the different forms of the same word (Singular Number) in the following sentences:

Villa bella est. *There is a pretty country-house, or The country-house is pretty.*

Villam bellam amo. *I love the pretty country-house.*

Ianua villae bellae est aperta. *The door of the pretty country-house is open.*

In villā bellā habito. *I am staying in the pretty country-house.*

NOTE. ego habito, *I am staying* (where the word *I* has some stress); amo, *I love* (where the word *I* has no stress.)

§2.

fēriae	<i>holidays</i>	incolae	<i>the inhabitants</i>
sunt	<i>are or there</i>	nautae	<i>sailors</i>
	<i>are</i>	magna est	<i>great is (or is great)</i>
fēriae nunc sunt	<i>it is now the holidays</i>	audācia	<i>the courage</i>
inter fēriās	<i>during the holidays</i>	nautārum	<i>of sailors</i>
in villā maritimā	<i>in the country-house by the sea</i>	procellās formīdant	<i>they fear storms</i>
ō beātās fēriās!	<i>oh, the happy holidays!</i>	nautās amō	<i>I like sailors</i>
in arēnā	<i>on the sand</i>	ut	<i>as</i>
ōrae maritimae	<i>of the sea coast</i>	nautae	<i>sailors</i>
ancorae	<i>anchors</i>	mē amant	<i>like me</i>
et	<i>and</i>	cum nautis	<i>with the sailors</i>
catēnae	<i>chains</i>	in scaphīs	<i>in boats</i>
nam	<i>for</i>		[skiffs]
		nāvigō	<i>I sail [navigate]</i>

Compare the forms of the Plural 'nautae,' *sailors*, in the above sentences: nautae me amant, *sailors like me*; nautas amo, *I like sailors*; audacia nautarum, *the courage of sailors*; cum nautis, *with sailors*. Note that the ending -ae, like the English -s, has two different meanings: nautae = (1) *sailor's*, (2) *sailors*.

Compare the different forms of the same word (Plural Number) in the following sentences:

Villae bellae sunt. *There are pretty country-houses, or The country-houses are pretty.*

Villas bellas amo. *I love pretty country-houses.*

Ianuae villarum bellarum sunt apertae. *The doors of the pretty country-houses are open.*

In villis bellis habitant. *They dwell in pretty country houses.*

§ 3.

ex fenestrīs	<i>out of (or from) the windows</i>	nōs dēlectat	<i>delights us</i>
undās spectās	<i>thou seest (you see) the waves</i>	ō cōpiam	<i>oh the abund- ance</i>
caeruleās	<i>blue</i>	plantārum	<i>of plants</i>
quam magnae sunt	<i>how big they are (i.e. the waves, und- ae)</i>	herbārum	<i>of grasses, of herbs</i>
per-lūcidae	<i>transparent [lucid]</i>	bācārum	<i>of berries</i>
post cēnam	<i>after supper</i>	nōn solum	<i>not only [solely]</i>
lūnam spectō	<i>I see the moon</i>	sed etiam	<i>but also</i>
stellās	<i>the stars</i>	agricolae	<i>farmers</i>
ex fenestrā meā	<i>from my win- dow</i>	circum	<i>around</i>
prope villam	<i>near the coun- try-house</i>	habitant	<i> dwell</i>
silva	<i>a wood</i>	casae	<i>the cottages</i>
saepe	<i>often</i>	agricolārum	<i>of the farmers</i>
ambulō	<i>I walk</i>	parvae	<i>small</i>
quantopere	<i>how much</i>	casās albās	<i> inhabit white cottages</i>
		habitant	
		casās visitat	<i>visits the cottages</i>

Compare the Singular and Plural forms of the word 'amita' in the following sentences :

Amita mea casas visitat. *My aunt visits cottages.*

Amitae meae casas visitant. *My aunts visit cottages.*

Amitam meam amo. *I love my aunt.*

Amitas meas amo. *I love my aunts.*

Amitae meae villa est bella. *My aunt's country house is pretty.*

Amitarum mearum villae sunt bellae. *My aunts' country-houses are pretty.*

Cum amitā meā ambulo. *I walk with my aunt.*

Cum amitis meis ambulo. *I walk with my aunts.*

Notice that the forms in -am (Singular) and -as (Plural) occur

(1) after certain Prepositions :

ante ianuam, *before the door* ; post cenam, *after supper* ;
prope villam, *near the house* ; inter ferias, *during the holidays*.

(2) without any Preposition, to complete the sense with certain Verbs. The form in -am or -as is then called the Object of the Verb. In the following sentences it will be seen that the forms in -am and -as differ in meaning from those in -a and -ae just as *me* differs from *I* (or '*him*,' '*them*,' '*whom*,' from '*he*,' '*they*,' '*who*') in English :—

<i>I</i>	<i>love</i>	<i>sailors.</i>
Ego	amo	nautas.
<i>Sailors</i>	<i>love</i>	<i>me.</i>
Nautae	amant	<i>me.</i>
<i>The maid-servant</i>	<i>prepares</i>	<i>supper.</i>
Ancilla	parat	cenam.
<i>Sailors</i>	<i>inhabit</i>	<i>white cottages.</i>
Nautae	habitant	casas albas.

§ 4.

rēgina mea	<i>my queen</i>	undārum	<i>of the waves</i>
magna	<i>great</i>	triumphō	<i>I triumph, I</i>
glōria	<i>the glory</i>		<i>exult</i>
Victōriae Rēginae	<i>of Queen Vic-</i>	tē amō	<i>I love thee</i>
	<i>toria (or Queen</i>	Britannia	<i>o Britain</i>
	<i>Victoria's)</i>	vōs	<i>you</i>
in insulis Brit-		insulae Britann-	
annicis	<i>in the British</i>	icae	<i>o British isles</i>
	<i>islands</i>	nōn est	<i>is not</i>
colōniae Britann-		patria	<i>native-land</i>
icae	<i>British colonies</i>	ex Africā	
domina	<i>mistress</i>	Meridiānā	<i>from South</i>
	[<i>dame</i>]		<i>Africa</i>
multārum terrārum	<i>of many lands</i>	sum	<i>I am</i>

Note that the forms in -a (Singular) and -ae (Plural) may be used in speaking *to* persons or things : in such cases we may translate by using the word '*o*' in English, but generally it is better to leave out this word : te, Britannia, amo, *I love thee, Britain* : vos, insulae Britannicae, amo, *I love you, British isles*.

§ 5.

quoque	<i>too, also</i>	operam dās	<i>givest (give)</i>
consōbrina	<i>cousin</i>		<i>attention</i>
apud amitam			<i>(= study)</i>
meam	<i>at the house of</i>	ego operam dō	<i>I give atten-</i>
	<i>my aunt</i>		<i>tion</i>
columbās cūrat	<i>keeps doves</i>	linguīs antīquīs	<i>to the ancient</i>
cūra	<i>the care</i>		<i>languages</i>
columbārum	<i>of doves</i>	Rōmae	<i>of Rome</i>
Lydiae	<i>to Lydia</i>	Graeciae	<i>of Greece</i>
laetitiam dat	<i>gives delight</i>	cum Lydiā	<i>see § 1: cum</i>
tū, Lydia	<i>thou (you),</i>		<i>amitā meā</i>
	<i>Lydia</i>	ad silvam	<i>to the wood</i>
cum	<i>when</i>	vel	<i>or</i>
es	<i>thou art.</i>	nāvigāmus	<i>we sail</i>
	<i>you are</i>	undae delectant	<i>the waves de-</i>
apud magistrā			<i>light</i>
tuam	<i>at the house of</i>	vōs, filiae, amā:is	<i>you, o daugh-</i>
	<i>thy (your)</i>		<i>ters, love</i>
	<i>schoolmistress</i>	vōs amat	<i>loves you</i>
linguae Franco-		ubi . . . ibi	<i>where . . . there</i>
gallicae	<i>to the French</i>	inopia	<i>want, poverty</i>
	<i>language</i>	levat	<i>relieves</i>
Anglicae	<i>to the English</i>		

Compare carefully :

Lydiae laetitiam dat, *gives pleasure to Lydia.*


ad silvam ambulo, *I walk to the wood.*

The forms in -ae (Singular) and -is (Plural) meaning 'to' are often found with verbs of 'giving'; hence they are called the 'Dative Case' (Case of Giving). But they are *not used with verbs of 'going'*; with these verbs 'to' is expressed by the Preposition 'ad' followed by a form in -am (Singular) or -as (Plural).

First Declension.

1st CASE.	Lydia	<i>Lydia</i>	NAME OF CASE. Nominative.
2nd CASE.	Lydia	<i>o Lydia</i>	Vocative.
3rd CASE.	Lydiam	<i>Lydia</i>	Accusative.
4th CASE.	Lydiae	<i>Lydia's, of Lydia</i>	Genitive.
5th CASE.	Lydiae	<i>to Lydia</i>	Dative.
6th CASE.	cum Lydiā	<i>with Lydia</i>	Ablative.

	SINGULAR.	PLURAL.
1	villa bella	villae bellae
2	villa bella	villae bellae
3	villam bellam	villās bellās
4	villae bellae	villārum bellārum
5	villae bellae (<i>with a verb</i> <i>of 'giving'</i>)	villis bellīs (<i>with a verb of</i> <i>'giving'</i>)
6	in villā bellā	in villīs bellīs

 The Preposition which is used with the Ablative Case must be varied to suit the sense of the noun which is being declined : e.g. 'cum Lydiā,' but 'in villā' or 'ex villā' or 'ā villā.'

Present Tense of 'sum' and 1st Conjugation.

	SINGULAR.	PLURAL.
1st PERSON	sum, <i>I am</i>	sumus, <i>we are</i>
2nd PERSON	es, <i>thou art (you are)</i>	estis, <i>you are</i>
3rd PERSON	est, <i>he (she, it) is</i>	sunt, <i>they are</i>
1st PERSON	spectō, <i>I see</i>	spectāmus, <i>we see</i>
2nd PERSON	spectās, <i>thou seest (you see)</i>	spectātis, <i>you see</i>
3rd PERSON	spectat, <i>he (she, it) sees</i>	spectant, <i>they see</i>

The verb 'dō,' *I give*, has a short *a* in the 1st and 2nd person plural : dāmus, dātis.

II. My Uncle.

§ 6. ~~as~~ In this and the following Preparations the nouns of the 1st Decl. will be given in the Nom. Sing., except when a whole phrase is quoted.

patruus meus	<i>my uncle</i>	prope hortum	<i>near the garden</i>
quondam	<i>once, formerly</i>	unde	<i>whence, from which</i>
praefectus	<i>an officer</i>	aqua	<i>water</i>
erat	<i>was</i>	portāmus	<i>we fetch, we carry</i>
militiā* vacat	<i>he is free (i.e. he has retired) from military service</i>	hortum irrigāmus	<i>we water [irrigate] the garden</i>
agellō suō	<i>to his farm</i>	in hortō	<i>in the garden</i>
agellus	<i>the farm or estate</i>	numerus	<i>number</i>
patruī mei	<i>of my uncle</i>	rosa	<i>a rose</i>
magnus	<i>large</i>	viola	<i>a violet</i>
circum villam	<i>around the villa</i>	tibi	<i>to thee, to you</i>
hortus	<i>a garden</i>	mī patruē	<i>o my uncle</i>
mūrus	<i>a wall</i>	cum patruō meō	<i>with my uncle</i>
horti	<i>of the garden</i>	ambulās	<i>thou walkest, you walk</i>
altus	<i>high</i>		
rīvus	<i>a stream [river]</i>		

* Note the Ablative without a Preposition, here meaning 'from.'

Second Declension.

NOUNS AND ADJECTIVES IN -US.

SINGULAR NUMBER.

1	hortus bellus, <i>a pretty garden</i>
2	horte belle, <i>o pretty garden</i>
3	hortum bellum, <i>a pretty garden</i>
4	horti belli, <i>of a pretty garden</i>
5	hortō bellō, <i>to a pretty garden (with a verb of 'giving')</i>
6	in hortō bellō, <i>in a pretty garden</i>

§ 7.

angulus	<i>angle, corner</i>	mergis	<i>to sea-gulls</i>
ulmī	<i>elms</i>	cibum dat	<i>gives food</i>
in ulmīs	<i>in the elms</i>	agellus suus	<i>his estate</i>
corvī	<i>crows</i>	equī	<i>horses</i>
nīdificant	<i>make nests</i>	vacca	<i>cow</i>
corvōs spectō	<i>I watch the crows</i>	porci	<i>pigs [pork]</i>
libenter	<i>gladly</i>	galli gallinae-que	<i>cocks and hens</i>
circum nīdōs suōs	<i>round their nests</i>	gallōs cūrat	<i>minds the cocks</i>
volitant	<i>they fly</i>	vicus	<i>a village</i>
corvōrum	<i>of crows</i>	rusticī	<i>the country-folk, the rustics</i>
multī mergī	<i>many sea-gulls</i>	nonnulli ex	
super ōceanum	<i>over the ocean</i>	rusticīs	<i>some of (out of) the rustics</i>
mergī	<i>o sea-gulls</i>	cum equīs	<i>with (together with) the horses</i>
volitātis	<i>you fly</i>		
praeda	<i>prey</i>		
captātis	<i>you catch</i>		
ōceanus	<i>the ocean</i>		

Note in the above:—1. corvī nīdificant, *crows make nests*.
 2. vōs, corvī, *you, o crows*. 3. corvōs spectō, *I watch crows*.
 4. numerus corvōrum, *a number of crows*. 5. corvīs dat, *gives to crows*. 6. cum corvīs, *with crows*.

SINGULAR.		PLURAL.
1	hortus bellus	hortī bellī
2	horte belle	hortī bellī
3	hortum bellum	hortōs bellōs
4	hortī bellī	hortōrum bellōrum
5	hortō bellō (with a verb of 'giving')	hortīs bellīs (with a verb of 'giving')
6	in hortō bellō	in hortīs bellīs

§ 8. In this and the following Preparations the nouns of the 2nd Decl. in -us will be given in the Nom. Sing., except when a whole phrase is quoted.

scopulus albus	<i>a white cliff</i>	spectāre	<i>to see</i>
ab-est	<i>is distant</i>	(undae) tran-	<i>calm, tranquil</i>
noctū	<i>by night, in the night-time</i>	quillae	<i>(waves)</i>
pharus	<i>light-house</i>	lavātis	<i>you wash [lave]</i>
velut	<i>as, even as</i>	dēlectātis	<i>you delight</i>
stella clāra	<i>a bright star</i>	(undae) turbu-	
in ōceanō	<i>on the ocean</i>	lentae	<i>rough, turbu-</i>
illustrat	<i>lights up</i>		<i>lent (waves)</i>
	[illustrates]	spūmātis	<i>you foam</i>
		murmurātis	<i>you murmur</i>

III. Ancient Monuments.

§ 9. In this and the following Preparations the verbs of the 1st Conjugation, Present Tense, will be given in the 1st Person Sing., except where a whole phrase is quoted.

in Cantiō	<i>in Kent</i>	multōs nummōs	<i>many coins</i>
inter	<i>between</i>	(nummōs) aureōs	<i>golden (coins)</i>
Dubrae	<i>Dover</i>	(nummōs) argen-	<i>(coins) made of</i>
Rutupiae	<i>Richborough</i>	teōs	<i>silver</i>
situs	<i>situated</i>	(nummōs) aēneōs	<i>made of copper</i>
oppida antiq̄ua	<i>ancient towns</i>	et . . . et	<i>both . . . and</i>
multa monumenta	<i>many monu-</i>	Britannus	<i>a Briton</i>
	<i>ments</i>	occultō	<i>I hide</i>
vestigia	<i>vestiges, traces</i>	causa	<i>a cause, source</i>
Rōmānus	<i>a Roman</i>	lucrī	<i>of gain [lucre]</i>
reliquiae	<i>relics</i>	arō	<i>I plough</i>
oppidōrum	<i>of towns</i>	fundāmenta	<i>the foundations</i>
amphitheatrōrum	<i>of amphitheatres</i>	aedificiōrum	<i>of buildings</i>
			[edifices]
hodiē	<i>to-day, at the present day</i>	excavō	<i>I excavate</i>
ex-stō	<i>I exist, remain</i>	magnō pretiō*	<i>at a great price</i>
via	<i>a road</i>	vēnūn-dō	<i>I offer for sale</i>
Londinium	<i>London</i>	patruō meō est	<i>my uncle has ;</i>
solum	<i>soil</i>		<i>literally to my uncle there is</i>

*Note the Ablative without a Preposition, here meaning 'at,' (an expression of 'price' or 'value').

Note the words *Dubrae*, *Dover*; *Rutupiae*, *Richborough*; *reliquiae*, *relics*. These words are Plural in form and have no Singular. The first two are Singular in meaning, like the English 'Athens' (Latin 'Athenae'); the third is Plural in meaning.

Second Declension—continued.

NOUNS AND ADJECTIVES IN -UM.

SINGULAR.		PLURAL.
1, 2, 3	oppidum, <i>a town, o town</i>	oppida, <i>towns, o towns</i>
4	oppidī, <i>of a town</i>	oppidōrum, <i>of towns</i>
5	oppidō, <i>to a town (with a verb of 'giving')</i>	oppidīs, <i>to towns (with a verb of 'giving')</i>
6	in oppidō, <i>in a town</i>	in oppidīs, <i>in towns</i>

Similarly with an adjective : oppidum antiquum, *an ancient town*.

§ 10. In this and the following Preparations the nouns of the 2nd Declension in -um will be given in the Nom. Sing., except when a whole phrase is quoted.

commentārī	<i>notes, commentaries</i>	aedificium consecrātum	<i>a consecrated building</i>
dē vitā meā	<i>about my life</i>	iam	<i>already</i>
scriptitō	<i>I write, jot down</i>	secundō saeculō*	<i>in the second century</i>
	[scribble]	post Christum nātum	<i>after the birth of Christ (lit. after Christ born)</i>
super oppidum	<i>above the town</i>	basilica Christiāna	<i>a Christian basilica (or church)</i>
castellum	<i>fort [castle]</i>		
specula	<i>a watch tower</i>		
mūrī lātī	<i>broad walls</i>		

*Note the Ablative without a Preposition, here meaning 'in' (an expression of 'time when').

§ II.

prōmunturium	<i>a promontory, headland</i>	nāvigium Germanicum	<i>a German vessel</i>
stō	<i>I stand</i>	nāvigium Belgicum	<i>a Belgian vessel</i>
post castellum	<i>behind the castle</i>	nonnulla (nāvigia)	<i>some (vessels)</i>
clivus gramineus	<i>a grassy hill or down</i>	ex nāvigiis	<i>of the vessels</i>
fretum Gallicum	<i>the English (lit. Gallic) Channel</i>	sunt nōmināta	<i>are named</i>
oculus	<i>an eye</i>	"castella" i.e.	<i>Castle Liners</i>
vēlum album	<i>a white sail</i>	littera C	<i>the letter C</i>
		in signō	<i>on the flag</i>
		in (with Acc.)	<i>to</i>

IV. Boys' Amusements.

§ 12.

dēlectāmentum	<i>amusement [delight]</i>	condiscipulus	<i>schoolfellow</i>
puerōrum	<i>of boys</i>	liber scholis*	<i>free from lessons</i>
amicus	<i>friend</i>	amīcitia	<i>friendship</i>
duo pueri	<i>two boys</i>	ūnā	<i>together</i>
Marcus	<i>Mark</i>	unda spūmifera	<i>a foamy wave</i>
puer	<i>a boy</i>	natō	<i>I swim, bathe</i>
quattuor-decim	<i>four-teen</i>	nimis	<i>too</i>
annus	<i>year</i>	(undae) asperae	<i>rough (waves)</i>
quattuordecim annōrum	<i>of fourteen years, i.e. fourteen years old</i>	nōs puerōs	<i>us boys</i>
		lūdus	<i>game</i>
mihi	<i>to me</i>	pila	<i>ball [pill]</i>
praecipuus	<i>chief, especial, particular</i>	ut	<i>how</i>
Calēdonia	<i>Scotland</i>	iuvat	<i>it delights</i>
(puerī) oriundī	<i>(boys) sprung</i>	aedificāre	<i>to build</i>
nōbis pueris sunt	<i>to us boys there</i>	contrā undās	<i>against the waves</i>
	<i>are (= we boys have; cf. patruo meo est, § 9)</i>		

For the forms in -āre see § 8: spectāre, to see.

* Note the Ablative without a Preposition, here meaning 'from'; cf. militiā vacat, § 6.

§13.

plēnac gaudiōrum	<i>full of joys</i>	plērumque	<i>mostly, generally</i>
ā māne	<i>from morn</i>		<i>ally</i>
usque ad vesperum	<i>right on till eve</i>	rēmigō	<i>I row</i>
	[<i>vespers</i>]	dō	<i>I set (cf. §5,</i>
nonnumquam	<i>sometimes (lit.</i>		<i>give)</i>
	<i>not never)</i>	ventus asper	<i>a rough wind</i>
Petrus	<i>Peter</i>	gubernō	<i>I steer [govern]</i>
adulescentulus	<i>a young man</i>	ministrō	<i>I attend</i>
vīgintī	<i>twenty</i>		[<i>minister</i>]
rēmūs *	<i>oar</i>	laudō	<i>I praise</i>
(scapha) apta	<i>(a boat) fitted,</i>		
	<i>adapted</i>		

* Note the Dative meaning 'for' (rēmīs, *for oars*).

Second Declension—continued.

NOUNS AND ADJECTIVES LIKE 'PUER'

(i.e., without the ending -us or -um in the Nom. Sing.)

SINGULAR.		PLURAL.
1	puer, <i>a boy</i>	puerī, <i>boys</i>
2	puer, <i>a boy</i>	puerī, <i>a boys</i>
3	puerum, <i>a boy</i>	puerōs, <i>boys</i>
4	puerī, <i>a boy's</i>	puerōrum, <i>boys'</i>
5	puerō, <i>to a boy</i>	puerīs, <i>to boys</i>
6	cum puerō, <i>with a boy</i>	cum puerīs, <i>with boys</i>

There are not many nouns declined like 'puer.' Vesper, *evening* or *evening star*, is like it for the most part, but has no Plural. There are, however, a few adjectives (not many) declined like 'puer' in both Singular and Plural, for instance: liber *free*; miser, *unhappy, miserable*; asper, *rough*; spūmifer, *foamy, foam-bearing* and other words compounded of -fer, *bearing*).

§ 14. ~~as~~ In this and the following Preparations the nouns of the 2nd Declension like *puer* will be given in the Nom. Sing., except when a whole phrase is quoted.

locus	<i>place</i>	constantia	<i>constancy</i>
fābula	<i>play, drama,</i> [fable]	ex poētā	<i>named after</i> [from] the
conmemorātus	<i>mentioned</i> [commemorated]	nōminātus	<i>poet;</i> i.e. <i>Shakspeare's cliff</i>
Leir	<i>Lear</i>	vir generōsus	<i>a man of noble</i> <i>birth, a nobleman</i> [generous]
rēgulus	<i>ruler, petty</i> <i>king</i>	amicus fidus	<i>a faithful</i> <i>friend</i>
fortūna misera	<i>unhappy fate</i> [miserable fortune]	dē scopulō	<i>down from the</i> <i>cliff</i>
dēplōrō	<i>I deplore,</i> <i>lament</i>	sē praecipitāre	<i>to hurl himself</i> [precipitate]
stultitia	<i>folly</i>	parō	<i>I prepare</i>
culpō	<i>I blame</i>	filius suus	<i>his own son</i>
animus ingrātus	<i>ingratitude</i> (lit. <i>an ungrateful</i> <i>mind</i>)	virum servat	<i>saves the man</i> [preserves]
accūsō	<i>I accuse</i>	periculum	<i>peril, danger</i>
fortūna aspera	<i>harsh fate</i>		
filiae impiae	<i>unnatural</i> [impious] <i>daughters</i>		

Vir.

SINGULAR.		PLURAL.
1	vir, a man	virī, men
2	vir, o man	virī, o men
3	virum, a man	virōs, men
4	virī, a man's	virōrum, men's
5	virō, to a man	virīs, to men
6	cum virō, with a man	cum virīs, with men

There is no other word in Latin exactly like 'vir'; but 'Leir' is declined in the same way in some Latin Histories of the Britons.

§15.

V. Our Schoolmaster.

magister noster	<i>our school-master, teacher</i>	magistrō nostrō	<i>to our master</i>
vir doctus -	<i>a learned man</i>	librōrum pulchr-	
peritus lūdōrum	<i>skilled in (lit. of) games</i>	ōrum	<i>of fine books</i>
cārus (with Dat.)	<i>dear (to)</i>	schola nostra	<i>our school</i>
dextra	<i>right-hand</i>	(schola) clāra	<i>(a) famous (school)</i>
magistrī nostrī	<i>our school-master's</i>	librīs	<i>to books</i>
(dextra) valida	<i>(a) strong (right hand)</i>	in vicō nostrō	<i>in our village</i>
puerī pigrī	<i>lazy boys</i>	lūdus litterārius	<i>an elementary school (litterārius = where pupils are taught 'literae,' cf. § 11). 'Schola' means a more advanced kind of school</i>
nec . . . nec	<i>neither . . . nor</i>	crēber pueris*	<i>crowded (filled)</i>
magistrum amant	<i>love the master</i>	et puellis	<i>with boys and girls</i>
Sabidi	<i>o Sabidius</i>	(crēber) liberis	<i>with children</i>
possum	<i>(see note below) I can, I am able</i>	(Plural of the adjective liber, free: literally free ones, i.e. children of free-born parents)	
dīcere (3rd Conj.)	<i>(to) say</i>	cum Alexandrō	<i>with Alexander</i>
quārē	<i>why</i>	(cum) amicis	
hōc tantum	<i>this only</i>	meis	<i>(with) my friends</i>
quā	<i>because</i>	ad Ventam Belg-	<i>at (or near)</i>
librōs amant	<i>they love books</i>	ārum	<i>Winchester</i>
(librōs) Graecōs	<i>Greek (books)</i>	(Venta of the Belgae	
(librōs) Latīnōs	<i>Latin (books)</i>	in Hampshire)	
discipulus	<i>pupil [disciple]</i>		
scholae nostrae	<i>of our school</i>		
atque	<i>and also</i>		
scientiae mathē-			
maticae	<i>mathematical sciences</i>		

The lines quoted above (from the poet Martial, about a Roman called Sabidius) are the original of the following English verses:

I do not like you. Dr. Fell;
 The reason why I cannot tell.
 But this one thing I know full well,
 I do not like you, Dr. Fell.

*Note the Ablative without a Preposition, here meaning 'with.'

Second Declension—continued.

NOUNS AND ADJECTIVES LIKE 'MAGISTER.'

	SINGULAR.	PLURAL.
1	magister, <i>a master</i>	magistrī, <i>masters</i>
2	magister, <i>o master</i>	magistrī, <i>o masters</i>
3	magistrum, <i>a master</i>	magistrōs, <i>masters</i>
4	magistrī, <i>a master's</i>	magistrōrum, <i>masters'</i>
5	magistrō, <i>to a master</i>	magistrīs, <i>to masters</i>
6	cum magistrō, <i>with a master</i>	cum magistrīs, <i>with masters</i>

Most nouns and adjectives of the 2nd Declension in *er* are declined like 'magister': liber, *book*; Alexander, *Alexander*; noster, *our*; piger, *lazy*; crēber, *crowded*; and many others.

These words differ from 'puer' only in dropping the *e* in all the Cases except the Nominative and the Vocative.

Uses of the Forms of Adjectives.

It will have been seen that the form of the adjective depends on the form of the noun to which it belongs. Thus we have had:

magnus numerus, § 7 magna audacia, § 2 magnum castellum, § 10
 scopulus albus, § 8 casa alba, § 3 velum album, § 11
 nummus antiquus, § 9 specula antiqua, § 10 oppidum antiquum, § 9
 pater meus, § 6 amita mea, § 1
 vir doctus, § 15
 liber Latinus, § 15
 ventus asper, § 13 fortuna aspera, § 14

It is clear, then, that there are many more forms of the

adjective than of the noun : for each of the above adjectives has *three forms* of the Nominative Case:—

-us	-a	-um
(omitted in some adjectives like 'asper')		

Similarly we may arrange nouns in three classes :

Nouns which take adjectives in <i>us</i> (or those like 'asper')	Nouns which take adjectives in <i>-a</i>	Nouns which take adjectives in <i>-um</i>
numerus	audacia	castellum
nummus	casa	velum
patruus	specula	oppidum
vir*	amita	etc.
liber*	fortuna	
etc.	etc.	

*Note that in these cases the ending of the noun is not the same as that of the adjective which goes with it.

To these three classes of nouns it is convenient to give names; nouns of the first class are called *masculine*, those of the second class are called *feminine*, those of the third class are called *neuter*. And the forms of the adjective taken by the different classes of nouns are called by the same names.

In order to know to which class a noun belongs (and therefore which form of the adjective it takes), observe the following rules:—

Nouns of the 1st Declension are feminine, except those denoting male persons, which are masculine: thus *insula*, *casa*, *ora*, *amita*, are feminine; *agricola*, *nauta*, *poeta*, *incola*, are masculine.

Nouns of the 2nd Declension ending in *us* or *r* are masculine: e.g. *numerus*, *scopulus*, *patruus*, *liber*, *vir*. Some exceptions will be found later.

Nouns of the 2nd Declension ending in *um* are neuter.

TABLE OF THE FORMS OF ADJECTIVES.

SINGULAR.				PLURAL.		
	<i>masc.</i>	<i>fem.</i>	<i>neut.</i>	<i>masc.</i>	<i>fem.</i>	<i>neut.</i>
1	magnus	magna	magnum	magnī	magnae	magna
2	magne	magna	magnum	magnī	magnae	magna
3	magnum	magnam	magnum	magnōs	magnās	magna
4	magnī	magnae	magnī	magnōrum	magnārum	magnōrum
5	magnō	magnae	magnō	} magnīs	magnīs	magnīs
6	magnō	magnā	magnō			
1, 2	asper	aspera	asperum	asperī	asperae	aspera
3	asperum	asperam	asperum	asperōs	asperās	aspera
4	asperī	asperae	asperī	asperōrum	asperārum	asperōrum
5	asperō	asperae	asperō	} asperīs	asperīs	asperīs
6	asperō	asperā	asperō			
1, 2	noster	nostra	nostrum	nostrī	nostrae	nostra
3	nostrum	nostram	nostrum	nostrōs	nostrās	nostra
4	nostrī	nostrae	nostrī	nostrōrum	nostrārum	nostrōrum
5	nostrō	nostrae	nostrō	} nostrīs	nostrīs	nostrīs
6	nostrō	nostrā	nostrō			

PREPOSITIONS HITHERTO FOUND WITH THE ABLATIVE.

ab orā maritimā, § 1.
cum nautis, § 2.
de vitā, § 10; de scopulo, § 14.
ex fenestris, § 3.

in (= *in*): in Africā, § 6.
 (= *on*): in arenā, § 2.
sub (= *under*): sub umbrā, § 1.


PREPOSITIONS HITHERTO FOUND WITH THE ACCUSATIVE.

ad silvam, § 5.
ante ianuam, § 1.
apud amitam meam, § 5.
circum villam, § 6.
in (= *into* or *to*): in Africam, § 11.

inter ferias, § 2.
post cenam, § 3.
prope silvam, § 3.
super oceanum, § 7.

VI. Ancient Britain.

§ 16.

 In this and the following Preparations all nouns and adjectives of the 1st and 2nd Declensions will be given in the Nom. Sing., except when a whole phrase is quoted.

historicus, a, um	<i>historical</i>	silva Anderida	<i>the Andreds-weald</i>
studiōsus, a, um	<i>fond, studious</i>		(weald = forest)
narrō	<i>I tell, I narrate</i>	vastus, a, um	<i>wild, waste</i>
proximus, a, um	<i>nearest</i>		[vast]
proximō annō*	<i>last year</i>	incultus, a, um	<i>uncultivated</i>
dum	<i>while</i>	fera	<i>wild beast</i>
erat	<i>was (he was)</i>	lupus	<i>wolf</i>
narrābat	<i>he used to tell</i>	ursus	<i>bear</i>
	<i>or narrate</i>	cervus	<i>stag</i>
auscultābant	<i>(they) used to listen</i>	aper†	<i>wild boar</i>
ad-eram	<i>I used to be present</i>	multus, a, um	<i>much</i>
sic	<i>so, thus, as follows</i>	varius, a, um	<i>varied</i>
fere	<i>almost</i>	māteria	<i>timber</i>
tōtus, a, um	<i>whole [total]</i>		[material]
tōta Britannia	<i>the whole of Britain</i>	fāgus (fem.)	<i>beech</i>
	The adj. tōtus, a, um is irregular in the Gen. and Dat. Sing.	 Most nouns denoting trees are feminine	
densus, a, um	<i>dense, thick</i>	nōtus, a, um	<i>known</i>
fluvius	<i>river</i>	sī	<i>if</i>
Tamesa †	<i>Thames</i>	Gaius Iūlius	<i>i.e. Caesar</i>
ager†	<i>field</i>	vērus, a, um	<i>true</i>
frūgifer, frūgifera	<i>fruitful</i>	vēra (neut. pl.)	<i>true things, the truth</i>
frūgiferum	<i>[fruit-bearing]</i>	affirmō	<i>I affirm, I state</i>
		pīnus (fem.)	<i>pine</i>
		Scōticus, a, um	<i>Scottish</i>
		dē-erat	<i>was wanting</i>

*Note the Ablative without a Preposition, here meaning 'in' (time when), cf. § 10 secundō saeculō. † Tacitus calls the river 'Tamesa'; Caesar calls it 'Tamesis' (3rd Decl.).

‡ Declined like magister.

§ 17.

liber, libera, liber- um	<i>free</i>		pluvia	<i>rain</i>
	With Abl.; cf. §6, §12		nebula	<i>cloud</i>
metallum	<i>metal</i>		āter, ātra, ātrum	<i>dark</i>
multi, ae, a	<i>many</i>		foedus, a, um	<i>hideous</i>
abundābat	<i>abounded</i>		pruīna	<i>frost</i>
	With Abl.		ab-erant	<i>were absent</i>
plumbum album	<i>white lead</i>		nātūra	<i>nature</i>
	i.e. <i>tin</i>		piger, pigra, pigr- um	<i>sluggish</i>
ferrum	<i>iron</i>		testimōnium	<i>testimony</i>
atque	<i>and moreover</i>		nauta Rōmānus	see §15 (Rule of Gerders)
Tacitus	<i>Tacitus,</i>		inquit	<i>says he</i>
	a Roman historian		vix	<i>scarcely, hardly</i>
aurum	<i>gold</i>		pot-erant	<i>were able</i>
argentum	<i>silver</i>		-ne	marks a ques- tion
margarita	<i>pearl</i>		an	<i>or</i> (in a ques- tion)
	[Margaret]		satis	<i>sufficiently,</i> <i>enough</i>
ostrea	<i>oyster</i>		impiger, impigra, impigrum	<i>active</i> (lit. <i>not sluggish</i>)
dabat	<i>gave, yielded</i>			
parvus, a, um	<i>small</i>			
praeclārus, a, um	<i>famous</i>			
caelum	<i>sky, climate</i>			
tum quoque	<i>then too, i.e.</i>			
	just as now			
crēber, crēbra, crēbrum	<i>frequent</i>			

*Note the Ablative without a Preposition, here meaning 'with':
pluviis foedum, *hideous with rains*. Compare § 15, creber pueris,
crowded with boys.

§ 18.

incola antīquus	see § 15 (Rule of Genders)	flāvus, a, um	yellow
ferus, a, um	savage	membrum	limb [member]
bellicōsus, a, um	warlike	rōbustus, a, um	sturdy, robust
erant	were	Calēdonius	Caledonian
hasta*	spear	Cambria	Wales
sagitta	arrow	colōrātus, a, um	sun-burnt [coloured]
essedum	chariot	statūra	height, stature
inter sē	among them-	niger, nigra,	
	selves, with	nigrum	black [nigger]
	one another	ūiversī, ae, a	all [universal]
pugnābant	they used to fight	vitrum	woad (blue colouring matter)
proelium	battle	colōrābant	used to colour
dēlectābant	used to delight	hodiernus, a, um	of the present day
diversus, a, um	diverse, differ- ent	vestimentum	garment [vestment]
populus	tribe [a people]	corium	skin
Celta	Celt	con-stābant	used to con-sist
sīcut	as (lit. so as, just as)		
Germānus	German		
capillus	hair		

* Note Ablative without Preposition (hastis, with spears).

Past Imperfect Tense of 'sum' and 1st Conjugation

	SINGULAR.	PLURAL.
1st PERSON	eram, I was	erāmus, we were
2nd PERSON	erās, thou wast (you were)	erātis, you were
3rd PERSON	erat, he (she, it) was	erant, they were
1st PERSON	spectābam, I	spectābāmus, we
2nd PERSON	spectābās, you	spectābātis, you
3rd PERSON	spectābat, he (she, it)	spectābant, they

The verb 'dō,' I give, has the first *a* short in the Past Imperfect : dābam, dābās, dābat, dābāmus, dābātis, dābant.

§ 19.

§ 19. In this and the following Preparations the verbs of the 1st Conjugation Present or Past Imperfect Tense will be given in the 1st Person Sing. of the Present.

hic	here, at this point	Gallia	Gaul
nōnne	not ? (= nōn + ne ; cf. verumne, § 17)	in (with Acc.)	to, into
ille	he (i.e. the teacher)	causā*	for the sake
aedificō	I build, § 12	frūmentum	corn
loca (neuter)	is the plural of 'locus' place	armentum	herd
firmātus, a, um	fortified	catulus	dog
quintus, a, um	fifth	vēnāticus, a, um	hunting
Bellum Gallicum	the Gallic War (name of one of Caesar's works)	servus	slave
multī (masc.)	many (people)	captivus	captive
putō	I fancy, think	exportō	I export
itaque	therefore, accordingly	frēnum	bridle
plānē	altogether	vitrea (neut. pl.)	glass vessels
barbarus, a, um	barbarous	gemma	gem, precious stone
agrī cultūra	agriculture (cultivation of the land)	cēterī, ae, a	the others, the rest
etiam	even, also	cētera (neut.)	the other things, Eng. 'etcetera'
mercātūra	commerce [merchandize]	importō	I import
Venetī	a tribe on the west coast of Gaul	mediocriter	moderately, tolerably
		hūmānus, a, um	civilized [humane]
		nec	and not
		multum	much, very
		dīversus ā	different from
		ā = ab, § 1	
		Gallī	the Gauls

*Note the Ablative without a Preposition, here meaning 'by':
causā, literally *by cause* or *by reason*; hence *for the sake*.

§ 20

mortuī	<i>the dead</i>	sacer, sacra,	
cremō	<i>I burn</i>	sacrum	<i>sacred</i>
sepulchrum	<i>tomb</i>	sacra (neut. pl.)	<i>sacred rites</i>
	[sepulchre]		cf. vēra, § 16; mediterrānea
urna	<i>urn</i>	Druidae (masc.)	<i>Druids</i>
pulchrē	<i>beautifully</i>	saevus, a, um	<i>savage, cruel</i>
ornātus, a, um	<i>ornamented</i>	fēmīna	<i>woman</i>
fabricāre	<i>to manufacture</i>	prō victimīs	<i>instead of</i>
	[fabricate]	(Abl.)	<i>victims,</i>
in-hūmānus, a, um	<i>un-civilized</i>		<i>as victims</i>
rota	<i>wheel</i>	sacrificō	<i>I sacrifice</i>
ferrātus, a, um	<i>fitted with iron</i>	miser, misera,	
animī causā	<i>for the sake of</i>	miserum	<i>unhappy,</i>
	<i>amusement</i>		<i>miserable</i>
	(lit. of the mind)	cruciō	<i>I torture</i>
esca	<i>food, eating</i>	trucidō	<i>I slaughter</i>
mediterrānea		simulācrum	<i>image</i>
(neut. pl.)	<i>Midlands</i>	plēnus, a, um	<i>filled (with the</i>
	(midland	Abl.); or full (with the	
	parts; cf.	Gen.), § 13, § 16.	
	vēra, § 16)	discordia	<i>quarrel</i>
humō	<i>I bury</i>		[discord]
ferīna*	<i>flesh of wild</i>	inter sē	see § 18: inter
	<i>animals,</i>		sē pugnābant
	<i>game</i>	victōria	<i>victory</i>
victitō	<i>I live</i>	parābant	<i>say prepared</i>
deus	<i>god</i>		<i>the way for</i>
fānum	<i>shrine</i>		
lācus	<i>grove</i>		

*Note the Ablative without a Preposition, here meaning 'by':
means of': ferinā victitabant, *they lived on* (= by means of) *game*.

Summary of meanings of the Ablative without a Preposition:

from (§ 6, § 12)	with (§§ 15, 17, 18, 20 after plēna)
at (§ 9)	by (§ 19)
in (§ 10, § 16)	by means of (§ 20)

VII. Footprints of the Romans.

§21. ~~21~~ From this point onwards the *a* of the Ablative Singular, 1st Declension, is not distinguished by the long mark in the text.

nūper	recently, lately	ambulābitis	you will walk
mē-cum	with me	nōbīs-cum	with us
delectābit	it will delight	ego vērō	I indeed
inquam	I say	ambulābō	will walk
visitāre	to visit	tē-cum	with thee, with
stō	I stand		you
monstrā	show	mihi	to me
nōbīs	to us	pergrātus, a, um	very pleasing
amābō tē	please (lit. I shall love you)	monstrābis	you will show
ruīnae (plur.)	ruins	festinā lentē	hasten slowly
Rutupīnus, a, um	belonging to Richborough		i.e. don't go too fast
tum	then	nullus, a, um (irregular in Gen. and Dat. Sing.)	not any
longus, a, um	long	disputō	I dispute
aliquandō	some day	quotā hōrā	at what hour, at what o'clock
monstrābō	I will show (them)	parātus, a, um	prepared, ready
crās	to-morrow	eritis	you will be
vōbīs	to you	quintā hōrā	at the fifth hour
grātus, a, um	pleasing		i.e. at eleven o'clock
erit	it will be	inquiunt	they say
ambulābimus	we shall walk		

§ 22.

postrīdiē	on the next day	pot-eritis	will you be able
serēnus, a, um	clear [serene]	Dubrīs*	from Dover
ientāculum	breakfast	adventābunt	will arrive
dabit	will you give	intrā duās	within two
vōs in viam	yourselves to the road	hōrās	hours
	i.e. will you start	ambulāre	to walk
cēnāre	to sup, to dine	pot-erimus	we shall be able
	from cēnō, I sup	ūnus, a, um (irreg. one in G. & D. Sing.)	

red-ambulābimus	<i>we shall walk</i>	nihil	<i>nothing</i>
	<i>back</i>	gustābimus	<i>we shall taste</i>
decimus, a, um	<i>tenth</i>	prandium	<i>lunch</i>
undecimus, a, um	<i>eleventh</i>	vōbīs cum	<i>with you</i>
domī	<i>at home</i>	portāte	<i>carry</i>
spērō	<i>I hope</i>	crustulum	<i>cake</i>
iēiūnus, a, um	<i>hungry</i>	pōmum	<i>apple</i>
erimus	<i>shall we be</i>	cūrābō	<i>will provide</i>

*Note the Ablative without a Preposition, here meaning 'from.'

RULE.—Names of Towns take no Prepositions to express the meaning 'from' or 'to' with a verb of 'going.'

Future Tense of 'sum' and 1st Conjugation.

	SINGULAR.	PLURAL.
1st PERSON	erō, <i>I shall be</i>	erimus, <i>we shall be</i>
2nd PERSON	eris, <i>thou wilt be</i> (<i>you will be</i>)	eritis, <i>you will be</i>
3rd PERSON	erit, <i>he (she, it) will be</i>	erunt, <i>they will be</i>
1st PERSON	spectābō, <i>I shall see</i>	spectābimus, <i>we shall see</i>
2nd PERSON	spectābis, <i>thou wilt see</i> (<i>you will see</i>)	spectābitis, <i>you will see</i>
3rd PERSON	spectābit, <i>he (she, it) will see</i>	spectābunt, <i>they will see</i>

NOTE.—The verb 'dō,' *I give*, has the *a* short in the Future : dābō, dābis, dābit, dābimus, dābitis, dābunt. Also in 'dāre,' *to give* ; and see notes on §5 and §18.

Imperative of 1st Conjugation.

	SINGULAR.	PLURAL.
2nd PERSON.	spectā, <i>see (thou)</i>	spectāte, <i>see (ye)</i>

§ 23.

In this and the following Preparations new verbs of the 1st Conjugation, Future or Imperative, will be given in the 1st Pers. Sing. of the Present.

appropinquō	<i>I approach</i>	adventāvimus	<i>we have arrived</i>
cupidē	<i>eagerly</i>	fere	<i>almost</i>
expectō	<i>I expect</i>	tertius, a, um	<i>third</i>
ad sonum	<i>at the sound</i>	fuit	<i>it was</i>
tintinnābulum	<i>bell</i>	nōs dedimus*	<i>we gave our-selves</i>
properāvī	<i>I hastened</i>	celeriter	<i>quickly</i>
ecce	<i>behold</i>	nōn pot-est	<i>is not able, can not</i>
ad iānuam	<i>at the door</i>	fatigātus, a, um	<i>tired [fatigued]</i>
intrāverunt	<i>they entered</i>	quota hōra est?	<i>what o'clock is it?</i>
exclāmāvimus	<i>we exclaimed</i>	nōndum	<i>not yet</i>
eugē	<i>bravo!</i>	ad ambulandum	<i>for walking</i>
opportūnē	<i>in the nick of time [opportunely]</i>	nōs vērō	<i>that we are!</i>
adventāvistis	<i>you have arrived</i>	(parātī sumus)	(cf. § 21)
num	<i>marks a question, like whether</i>	bene ambulāte	<i>lit. walk well, i.e. good bye</i>
sērō	<i>late</i>		

*It is well for the pupil to realize from the first that there is no Conjugation in which all the verbs form their Perfect Stems in the same way. Such formations as 'dedi' are irregular only so far as the Stem is concerned.

§ 24.

inter viam	<i>on the way</i>	propinquus, a, um	<i>neighbouring</i>
multa	<i>many things</i>	parāvit	<i>he prepared</i>
dē (with Abl.)	<i>about</i>	quinguāgēsinius,	
narrāvit	<i>told [narrated]</i>	a, um	<i>fiftieth</i>
primus, a, um	<i>first (for Abl. cf. § 10)</i>	cōpiae (plural)	<i>forces</i>
ante Chr. nātum	<i>cf. § 10</i>	transportāvit	<i>he transported</i>
bellō	<i>I wage war</i>	nāvigāvit	<i>he sailed</i>
postquam	<i>after, when</i>	quō	<i>whither, to which</i>
Nervī	<i>a tribe in Belgium</i>	applicāvit	<i>he brought to land</i>
dē-bellāvit	<i>he defeated</i>	diū	<i>long</i>
contrā (with Acc.)	<i>against</i>	disputāverunt	<i>have disputed</i>

ad nāvigia	<i>for vessels to be</i>	parāvērunt	<i>(they) prepared</i>
applicanda	<i>brought to land</i>	sē	<i>themselves</i>
idōneus, a, um	<i>fitted, suitable</i>	necesse	<i>necessary</i>
Dubrās*	<i>to Dover</i>	Rōmānis (Dat.)	<i>for the Ro-</i>
armātus, a, um	<i>armed</i>		<i>mans</i>
alius (irregular in		ad ancorās dē-	<i>to fasten to</i>
declension)	<i>another</i>	ligāre	<i>anchors,</i>
fuērunt	<i>were</i>		<i>to anchor</i>
per (with Acc.)	<i>along</i>	vadum	<i>shallow place</i>
properāvērunt	<i>hastened</i>	equitāvērunt	<i>they rode</i>
pugna	<i>fight, battle</i>	cōpiam dedērunt	<i>they gave an</i>
ad pugnam	<i>for battle</i>		<i>opportunity</i>

*The Accusative of the name of a Town without a Preposition sometimes means 'to—'; cf. Rule, §22.

Perfect Tense of 'sum' and 1st Conjugation.

	SINGULAR.	PLURAL.
1st PERSON	fuī, <i>I was</i>	fuimus, <i>we were</i>
2nd PERSON	fuistī, <i>thou wast</i> <i>(you were)</i>	fuistis, <i>you were</i>
3rd PERSON	fuit, <i>he (she, it) was</i>	fuērunt, <i>they were</i>
1st PERSON	spectāvī, <i>I saw</i>	spectāvimus, <i>we saw</i>
2nd PERSON	spectāvistī, <i>thou sawest</i> <i>(you saw)</i>	spectāvistis, <i>you saw</i>
3rd PERSON	spectāvit, <i>he (she, it) saw</i>	spectāvērunt, <i>they saw</i>

NOTES. 1.—The Perfect may often be translated *I have been*, *I have seen*, etc.; virī doctī disputāvērunt, *learned men have disputed*.

2.—The verbs 'dō,' *I give*, and 'stō,' *I stand*, unlike other verbs of the 1st Conjugation, make the Perfects 'ded-ī,' *I gave*, 'stet-ī,' *I stood*; but the endings (-ī, -istī, -it, -imus, -istis, -ērunt) are the same as in other Perfects; thus 'ded-ērunt,' *they gave*.

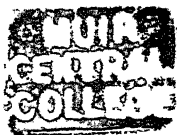
§ 25.

~~As~~ In this and the following Preparations new verbs of the 1st Conj., Perfect Tense, will be given in the 1st Person Singular of the Present.

adventāverāmus	<i>we had arrived</i>	nisi	<i>unless, if . . not</i>
campus	<i>the plain</i>	ignāvus, a, um	<i>cowardly</i>
apertus, a, um	<i>open</i>	certē	<i>at any rate</i>
ad cōpiās	<i>for forces to be</i>	officium •	<i>duty</i>
explicandās	<i>deployed</i>	praestō	<i>I perform</i>
illic	<i>yonder</i>	congregāverant	<i>had gathered</i>
fortasse	<i>perhaps</i>	impigrē	<i>actively,</i>
piscātōrius, a, um	<i>fishing</i>		<i>bravely</i>
dēligāverat	<i>had fastened</i>	confusus, a, um,	<i>confused</i>
hic	<i>here</i>	primō	<i>at first</i>
col-locāverant	<i>had placed</i>	labōrō	<i>I labour, am in</i>
	<i>[located]</i>		<i>difficulties</i>
incitāverant	<i>had urged</i>	tandem	<i>at length</i>
	<i>[incited]</i>	propulsō	<i>I drive back</i>
reliquus, a, um	<i>the rest</i>	occupō	<i>I seize [occupy]</i>
dubitō	<i>I hesitate</i>	fuga	<i>flight</i>
	<i>[doubt]</i>	dederant	<i>had given</i>
aquilī-fer	<i>the eagle-bearer</i>	numquam	<i>never</i>
aquila	<i>the eagle</i>	anteā	<i>before</i>
congregō	<i>I gather [con-</i>	steterant	<i>had stood</i>
	<i>gregate]</i>	laudandus, a, um	<i>laudable</i>

Pluperfect Tense of 'sum' and 1st Conjugation.

	SINGULAR.	PLURAL.
1st PERSON	<i>fueraam, I had been</i>	<i>fueraamus, we had been</i>
2nd PERSON	<i>fueraas, thou hadst been</i> <i>(you had been)</i>	<i>fueraatis, you had been</i>
3rd PERSON	<i>fueraat, he (she, it) had been</i>	<i>fueraant, they had been</i>
1st PERSON	<i>spectaaveraam, I had seen</i>	<i>spectaaveraamus, we had seen</i>
2nd PERSON	<i>spectaaveraas, thou hadst seen</i> <i>(you had seen)</i>	<i>spectaaveraatis, you had seen</i>
3rd PERSON	<i>spectaaveraat, he (she, it) had</i> <i>seen</i>	<i>spectaaveraant, they had seen</i>



§ 26.

After this Preparation new verbs of the 1st Conjugation, Pluperfect Tense, will be given in the 1st Person Singular of the Present.

postulō	<i>I demand</i>	satiātus, a, um	<i>satisfied</i>
septimus, a, um	<i>seventh</i>	mora	<i>delay</i>
ruber, rubra, rubrum	<i>red</i>	fuerit	<i>will have been</i>
recreāverimus	<i>we shall have refreshed</i>	quandō	<i>when?</i>
nōs	<i>ourselves</i>	per (with Acc.)	<i>through, during</i>
domum	<i>homewards, home</i>	quinque	<i>five</i>
adventāverimus	<i>we shall have arrived</i>	alter, altera, alterum	<i>a second, another</i>
mī Antōnī	<i>my (dear) Anthony</i>	(irregular in Gen. and Dat. Sing.)	
exspectāverit	<i>will have expected</i>	recreāverō	<i>I shall have refreshed</i>
		mē	<i>myself</i>
		cachinnō	<i>I laugh</i>
		mox	<i>soon</i>

Future Perfect of 'sum' and 1st Conjugation.

SINGULAR.	PLURAL.
fuerō, <i>I shall have been</i>	fuerimus, <i>we shall have been</i>
fueris, <i>thou wilt have been</i> (<i>you will have been</i>)	fueritis, <i>you will have been</i>
fuerit, <i>he (she, it) will have been</i>	fuerint, <i>they will have been</i>
spectāverō, <i>I shall have seen</i>	spectāverimus, <i>we shall have seen</i>
spectāveris, <i>thou wilt have seen</i> (<i>you will have seen</i>)	spectāveritis, <i>you will have seen</i>
spectāverit, <i>he (she, it) will have seen</i>	spectāverint, <i>they will have seen</i>

VIII. First expedition of C. Julius Caesar.

§ 27. ~~At~~ From this point onwards all new verbs of the 1st Conjugation will be given in the 1st Person Singular of the Present.

expeditiō	<i>expedition</i>	inquimus	<i>we say</i>
Caesaris*	<i>of Caesar</i>	prōconsul	<i>proconsul</i>
calor	<i>heat</i>	trēs	<i>three</i>
sōlis	<i>of the sun</i>	nātiōnēs	<i>tribes [nations]</i>
āeris	<i>of the air</i>	duodēsēxāgēsīm-	<i>fifty eighth, lit.</i>
neque	<i>nor (and . . not)</i>	us, a, um	<i>two from</i>
paullō post	<i>a little after</i>		<i>sixtieth</i>
sōlem obscurāv-		Caesarem prō-	<i>had created</i>
ērunt	<i>obscured the sun</i>	consulem cre-	<i>Caesar pro-</i>
imber	<i>a shower</i>	āverant	<i>consul</i>
sōl	<i>the sun</i>	autem	<i>however</i>
splendōre †	<i>with splendour</i>	ex-istimō	<i>I consider</i>
iterum	<i>a second time</i>		<i>[estimate]</i>
calōrem temper-	<i>had tempered</i>	rēvērā	<i>really</i>
āverat	<i>the heat</i>	ex nātiōnibus	<i>of the tribes</i>
dē Caesare *	<i>about Caesar</i>	auxilium	<i>help, aid</i>
imperātōre	<i>general</i>	auxilia (plur.)	<i>auxiliaries</i>
	<i>[emperor]</i>	subministrō	<i>I supply</i>
interrogō	<i>I ask, enquire</i>	Trinobantēs	<i>a British tribe</i>
expeditiōnem par-	<i>he prepared the</i>		<i>in Essex</i>
āvit	<i>expedition</i>	Cassī, 2	<i>a tribe in Herts</i>
		implōrō	<i>I implore</i>

* The letter *C* before Julius Caesar stands for *Gāius* (*Gāium*, *Gāi*, *Gāiō*).

† Note the Ablative without a Preposition, here meaning 'with'; cf. §15, 17, 20.

Third Declension.

NOUNS LIKE 'CAESAR,' 'EXPEDITIO,' ETC.

SINGULAR.		PLURAL.
1	Caesar, Caesar	Caesar-ēs, Caesars
2	Caesar, o Caesar	Caesar-ēs, o Caesars
3	Caesar-em, Caesar	Caesar-ēs, Caesars
4	Caesar-is, Caesar's	Caesar-um, of Caesars
5	Caesar-i, to Caesar	Caesar-ibus, to Caesars
6	cum Caesar-e, with Caesar	cum Caesar-ibus, with Caesars

So are declined words like 'æer,' *air*, 'söl,' *sun*, and many words ending in *or*, such as 'calor,' *heat*, 'splendor,' *splendour*, 'imperātor,' *commander-in-chief*. So too are declined words like 'expeditiō,' *expedition*, except that they have dropped an 'n' in the Nominative Singular : thus we have—

SINGULAR		PLURAL	
1, 2	expeditiō		expeditiō-ēs
3	expeditiō-em		expeditiō-ēs
4	expeditiō-is		expeditiō-um
5	expeditiō-i		expeditiō-ibus
6	in expeditiō-e		in expeditiō-ibus

(Many words ending in *ō*, especially those ending in *dō* and *gō* have also a change of vowel in the stem : see next section, note).

Nouns of the 3rd Declension in *iō*, *dō*, or *gō* are nearly all feminine, except when they denote male persons. The other nouns declined like *Caesar* are mostly masculine, especially those ending in *or*.

§ 28.

avāritia	<i>avarice</i>	venia	<i>pardon</i>
expectatiō	<i>expectation</i>	ā victōr-ibus	<i>from the victors</i>
praeda	<i>booty</i> ; cf. § 7	ullus, a, um	<i>any</i>
cupidus, a, um	<i>desirous</i>	(irregular in Gen. and Dat. Sing.)	
vīsitanī	<i>of visiting</i>	nisi	<i>except</i> ; cf. § 25
explōrandī	<i>of exploring</i>	paucī, ae, a	<i>a few</i>
ignōtus, a, um	<i>unknown</i>	proximus, a, um	<i>next</i> ; cf. § 16
remōtus, a, um	<i>remote</i>	multō māiōr-em	<i>much greater,</i>
ignōtum	<i>an unknown thing</i>		<i>lit. greater by much</i>
prō (with Abl.)	<i>for, instead of</i>	sescentī, ae, a	<i>six hundred</i>
prō magnificō est	<i>is regarded as a magnificent thing</i>	onerārius, a, um	<i>of burden</i>
com-parō	<i>I get together</i>	legiō-ēs	<i>legions</i>
re-portō	<i>I carry off</i>	cum multi-tūdin-e*	<i>with a multi-tude</i>

* Note that the stem of this word differs from the Nominative Singular not only in having an *n*, but also in the change of vowel : Nominative Singular *multitūdō*, stem *multitūdīn-*.

IX. Peace violated.

§ 29. In the following Preparation each new noun of the 3rd declension will be given only once (in the Nominative Singular, with the stem added in brackets whenever it differs from the Nominative Singular).

pax (pāc-), 3	peace	remigandī	of rowing
violātus, a, um	violated	virtūs (virtūt-), 3	pluck [virtue]
violō	I violate	magnopere	greatly
aestās (aestāt-), 3	summer	(cf. quantopere	how much)
quartus, a, um	fourth	prior (priōr-), 3	former
dux (duc-), 3	leader [duke]	inde	thence
miles (milit-), 3	soldier [military]	intereā	meanwhile
eques (equit-), 3	horse-soldier	trecentī, ae, a	three hundred
tempestās	weather	castra †, 2	camp
(tempestāt-), 3	[tempest]	statiō (statiōn-), 3	station
medius, a, um	mid*	in statiōne	on guard
nāvigātiō (nāvigātiōn-), 3	voyage [navigation]	reservō	I reserve
nōn iam flābat	no longer blew	periculōsus, a, um	dangerous
prosperē	successfully,	dēfensor (dēfensiōr-), 3 †	defender
	prosperously	nūdāre	to strip (cf. § 8
labor (labōr-), 3	labour, toil		§ 12, spectāre, etc.

* In mediā nāvigātiōne, literally in *mid voyage*; but we should generally say in English *in the middle of the voyage*.

† A neuter *plural* noun of the 2nd declension, with singular meaning.

‡ Note the Ablative without a Preposition, properly meaning 'from,' but here to be translated by 'of'; so in § 12 and § 6 we might translate *liber scholīs* 'free of lessons,' and *militiā vacat* 'he is free of service.'

Third Declension—continued.

NOUNS LIKE 'PAX,' 'AESTAS,' etc.

A great many nouns of the 3rd Declension differ from those already learned by adding an *s* to the *Nominative Singular*; thus from the stem 'pāc-' we get the Nominative Singular 'pac-s' (written with the letter *x* for *cs*); but the other cases are formed from the stem 'pāc-.' When the stem ends in a *t* (or *d*), this letter disappears in the Nominative Singular when the *s* is added, but not in the other cases. Thus we decline—

1, 2 pax	aestā-s	mīle-s	virtū-s
3 pāc-om	aestāt-em	mīlit-em	virtūt-em
4 pāc-is	aestāt-is	mīlit-is	virtūt-is
etc.	etc.	etc.	etc.

Nouns of the 3rd Declension that form the Nominative Singular by adding *s* to the stem are mostly feminine, except those which denote male persons, like 'miles,' *soldier*, and a few others.

§ 30.

X. Varied contests.

certāmen	<i>contest</i>	tempus	<i>time</i>
(certāmin-), 3 *		(tempor-), 3 *	[tempor-ary]
vītō	<i>I avoid</i>	agger, 3	<i>mound</i>
flūmen	<i>river</i>	testūdō (testū-	<i>tortoise-shell,</i>
(flūmin-), 3 *		din-), 3	<i>shelter</i> †
ēgregiē	<i>excellently</i>	oppugnō	<i>I attack</i>
opus (oper-), 3 *	<i>work</i> [oper-ate]	vulnus	<i>wound</i>
firmō	<i>I strengthen</i>	(vulner-), 3 *	[vulner-able]
	[make firm]	pondus	<i>weight</i>
nōmen	<i>name</i>	(ponder-), 3 *	[ponder-able]
(nōmin-), 3 *	[nomin-ate]	arma	<i>arms</i>
constat	<i>is known</i>	(neut. plur.), 2	
domesticus, a um	<i>civil</i>	superō	<i>I surpass</i>
	[domestic]	magnitūdō	<i>size, magnitude</i>
prae-parō	<i>I prepare</i>	(magnitūdin-), 3	
arbor, 3, fem.	<i>tree</i>	rōbur	<i>strength</i>
vallum, 2	<i>rampart</i>	(rōbor-), 3 *	[cor-robor-ate]
prō-volō	<i>I dash forth</i>	corpus	<i>body</i>
	cf. volitō, §7	(corpor-), 3 *	[corpor-al]
aliquantum	<i>a lot, a consider-</i>	homō (homin-), 3	<i>man</i>
	<i>able amount</i>	rōbustō cor-	<i>of (lit. with)</i>
		pore ‡	<i>robust body</i>

* The nouns in this section in *men*, *us*, and *ur* are Neuters, and therefore have the Accusative the same as the Nominative. Note, too, the Nominative and Accusative plural in *a*.

† The *testudo* was an arrangement of the shields of the soldiers when they attacked a fort; it looked like a tortoise-shell.

‡ Note the Ablative without a Preposition, here translatable by 'of'; the Ablative here denotes a *quality* of the persons spoken of, and may be therefore called an Adjectival Ablative.

Third Declension—continued.

NOUNS LIKE 'FLUMEN,' 'OPUS,' 'TEMPUS.'

Neuters ending in *men* have stems ending in *min-* from which the other cases are formed. Neuters ending in *us* have stems in *er-* or *or-*. The last vowel of these stems is *always short*.

Note that the Neuters have the Accusative the same as the Nominative, both in the Singular and in the Plural Number (as in 2nd Declension), and that their Nominative and Accusative Plural end in *a* (also as in the 2nd Declension).

	SING.	PLUR.	SING.	PLUR.
1, 2, 3	flūmen	flūmin-a	opus	oper-a
4	flūmin-is	flūmin-um	oper-is	oper-um
5	flūmin-ī	flūmin-ibus	oper-ī	oper-ibus
6	in flūmin-e	in flūmin-ibus	in oper-e	in oper-ibus

§ 31.

prō-sum	<i>I am helpful, do good</i>	insectātiō	<i>pursuit</i>
fugō	<i>I put to flight</i>	(-iōn-), 3	
fugātus, a, um	<i>routed</i>	revocāre	<i>to recall</i>
in-stō	<i>I pursue (lit. step upon)</i>	novus, a, um	<i>new</i>
(with Dat.)		arma (Neut. Pl., 2)	<i>here fittings</i>
ignōrō	<i>I do not know [ignore]</i>	ornandus, a, um	<i>to be equipped</i>
praetereā	<i>besides</i>	(from ornō	<i>I equip, adorn</i>)
incommodum, 2	<i>disaster</i>	magnō opere	<i>= magnopere,</i>
nuntiō	<i>I announce</i>	(Abl. of opus)	§ 29
tempestās (-tāt-), 3	<i>tempest</i>	diurnus, a, um	<i>of the day</i>
litus (litor-), 3	<i>coast</i>	nocturnus, a, um	<i>of the night</i>
afflictō	<i>wreck [afflict]</i>	sine (with Abl.)	<i>without</i>
		reparāre	<i>to refit, repair</i>

§ 32.

XI. Roman ships.

genus (gener-), 3	<i>kind [general]</i>	octingentī, ae, a	<i>eight hundred</i>
nāvis (Gen. Pl. nāvium), 3	<i>ship [nav-y]</i>	hiems (hiem-), 3	<i>winter</i>
nāvis longa	<i>ship of war</i>	inter	<i>here among</i>
classis (Gen. Pl. classium), 3	<i>fleet</i>	ducentī, ae, a	<i>two hundred</i>
onus (oner-), 3	<i>burden [oner-ous]</i>	opus (with Abl.)	<i>need (of)</i>
transportandus, a, um	<i>to be trans- ported</i>	quōmodō	<i>how</i>
ad onera trans- portanda	<i>for burdens to be transported</i>	hostis (Gen. Pl. hostium), 3	<i>enemy [host-ile]</i>

Third Declension—Continued.

Most nouns of two syllables belonging to the 3rd Decl. and ending in *is* have the same form for the Genitive as for the Nominative Singular, and form the Genitive Plural in *ium*: thus 'navis,' *ship*, 'classis,' *fleet*, 'hostis,' *enemy*. These nouns are mostly feminine, except those denoting male persons, like 'hostis.'

SINGULAR.		PLURAL.
1, 2	nāvis	nāvēs
3	nāvem	nāvēs
4	nāvis	nāvium
5	nāvī	nāvibus
6	in nāve	in nāvibus

Note that all these forms are of two syllables except the Genitive, the Dative, and the Ablative of the Plural. The Gen. Plur. has one syllable more than the Nom. Sing., as in §§ 27-31.

NOTE.—Similarly are declined some nouns whose Nominative Singular ends in *ēs*, e.g., 'clādēs,' *disaster*.

§ 33-

ornāre	<i>to equip</i>	līnum, 2	<i>flax</i>
forma, 1	<i>form, shape</i>	quia	<i>because</i>
puppis, 3 *	<i>stern, poop</i>	plus . . . quam	<i>more . . . than</i>
accommodātus, a, um	<i>suited [accommodated]</i>	firmitūdō	<i>firmness</i>
carīna, 1	<i>keel</i>	(-tūdin-), 3	
plānus, a, um	<i>flat [plane]</i>	līneus, a, um	<i>made of flax</i>
rōbur (rōbor-), 3	<i>here oak</i>	tam . . . quam	<i>so . . . as</i>
ferreus, a, um	<i>made of iron</i>	rostrum, 2	<i>beak, ram</i>
fūnis, 3 *	<i>rope</i>	turris, 3 *	<i>turret</i>
pellis, 3 *	<i>skin, hide</i>	lāmīna, 1	<i>plate</i>
sīve . . . sīve	<i>whether . . . or</i>	quid opus	<i>what need</i>
propter (with Acc.)	<i>on account of</i>	tormentum, 2	<i>a machine for hurling stones †</i>

* This word is declined like 'nāvis,' § 32.

† The Roman 'tormentum' corresponds to our cannon.

§ 34. XII. Alliance of the British tribes.

societās	alliance	finis, 3 *	end
(societāt-), 3	[society]	finēs, Plur., m.	boundaries
summus, a, um	chief	sēparō	I separate
imperium, 2	command	oriens(orient-), 3	the East†
mandō	I commit, en-		[orient-al]
	trust	occidens	the West
rex (rēg-), 3	king	(occident-), 3	[occident-al]
gens (gent-), 3	race [gen-tile]	superior	previous, past
Gen. Pl. gentium		(superiōr-), 3	
princeps (-cip-), 3	prince	continuus, a, um	continued, un-
pars (part-), 3	part		interrupted
consociō	I ally	infinitus, a, um	infinite

*Declined like 'nāvis,' § 32.

†'ab oriente' is literally *from the East*; hence *on the East side, on the East*. Similarly, 'ab occidente,' *on the West*.

Third Declension—Continued.

Words whose stem ends in two consonants form the Genitive Plural in *ium* (two syllables more than the Nom. Sing.): thus 'gens' (stem 'gent-') *race*, 'pars' ('part-'), *part*.

Notice that if the stem ends in a *t*, it is dropped before the *s* which is added to form the Nominative Singular, as in § 29; thus 'gens' stands for 'gent-s'; 'pars' for 'part-s.'

The Nouns whose stem ends in two consonants are mostly feminine, like other Nouns that form the Nominative Singular by adding *s* to the stem (§ 29).

SINGULAR.		PLURAL.
1, 2	gen-s	gent-ēs
3	gent-em	gent-ēs
4	gent-is	gent-ium
5	gent-i	gent-ibus
6	cum gent-e	cum gent-ibus

But 'urbs' (stem 'urb-'), *city*, which will be found in the next section, does not drop any letter before the *s* of the Nominative Singular; it is only a *t* or a *d* that is dropped before the *s*.

§ 35.

caput (capit-), 3, n.	<i>chapter</i>
duodecimus, a, um	<i>twelfth</i>
tertius decimus	<i>thirteenth</i>
interior	<i>interior</i>
(interiōr-), 3	
Belgium, 2	<i>Belgium</i>
immigrō	<i>I immigrate</i>
aetās (-tāt-), 3	<i>age</i>
trans (with Acc)	<i>across</i>
Rhēnus, 2	<i>the Rhine</i>
migrō	<i>I migrate</i>
urbs (urb-), 3	<i>city [urb-an]</i>

dērivātus, a, um	<i>derived</i>
dē-monstrō	<i>I point out</i>
origō (origin-), 3	<i>origin</i>
triquetrus, a, um	<i>triangular</i>
latus (later-), 3	<i>side [later-al]</i>
Hispania, 1	<i>Spain</i>
errō	<i>I err</i>
Hibernia, 1	<i>Ireland</i>
esse	<i>to be</i>
rectē	<i>rightly</i>
iūdicō	<i>I judge</i>
Mōna, 1	<i>Anglesey</i>

§ 36.

XIII. The British seas.

longitūdō	<i>length</i>
(-tūdin-), 3	[<i>longitude</i>]
circiter	<i>about</i>
quingentī, ae, a	<i>five hundred</i>
mīlia, 3 (Neut.	<i>miles, lit. thou-</i>
Plur. of 'mille,'	<i>sands (of paces)</i>
a thousand)	
septingentī, ae, a	<i>seven hundred</i>
octingentī, ae, a	<i>eight hundred</i>
octōginta	<i>eighty</i>

mare (Abl. Sing.	<i>the sea</i>
marī), 3, Neut.	
di-stāre	<i>to be distant</i>
igitur	<i>therefore, then</i>
maria	<i>seas</i>
circum-dō	<i>I surround</i>
Hibernicus, a, um	<i>Irish</i>
marium	<i>of the seas</i>
ūsītātus, a, um	<i>used, usual,</i>
	<i>common</i>

Third Declension—continued.

Nouns ending in *e* like 'mare,' *sea*, of the 3rd Declension are Neuter. They form the Genitive Plural in *ium*, the Nominative and Accusative Plural in *ia*, and the Ablative Singular (like the Dative Singular) in *i*. Thus

SINGULAR.		PLURAL.
1, 2, 3	mare	maria
4	maris	marium
5	marī	maribus
6	in marī	in maribus

§ 37.

XIV. Britain subdued.

pācātus, a, um	<i>subdued</i>	ordō (-din-), 3	<i>rank</i>
concursiō (-iōn-), 3	<i>engagement</i> [ex-cursion]	consultō	[ordin ary] <i>on purpose</i> [by consultation]
iter (itiner-), 3 *	<i>march</i>	essedārius, 2	<i>charioteer</i>
fortiter	<i>bravely</i>	pēs (ped-), 3, m.	<i>foot</i>
impugnō	<i>I attack</i>	pedibus	<i>on foot</i>
cohors (cohort-),	<i>cohort</i>	ita	<i>thus</i>
3 †		mōbilitās (-tāt-), 3	<i>mobility</i>
suī	<i>their own men</i>	stabilitās (-tāt-), 3	<i>stability</i>
perturbō	<i>I perturb,</i> <i>throw into</i> <i>confusion</i>	pedes (pedit-),	<i>foot-soldier</i>
mōs (mōr-), 3	<i>custom</i>	3 †	
iustus, a, um	<i>just, proper</i>	hūiusmodī	<i>of this kind</i>
omnēs	<i>all</i>	intervallum, 2	<i>interval</i>

* This is a very peculiar word ; the Nominative Singular is not formed directly from the stem.

† Declined like 'pars' (stem 'part-'), § 34.

‡ Declined like 'miles' (stem 'milit-'), 'eques' (stem 'equit-'), § 29.

§ 38.

collis, 3 *	<i>hill</i>	servō	<i>here I watch</i>
lēgātus, 2	<i>lieutenant-</i> <i>general</i> [legate]	paullum	<i>a little</i>
subitō	<i>suddenly</i>	dēclīnō	<i>I turn aside</i> [decline]
superior (cf. § 34)	<i>superior, victor-</i> <i>ious</i>	dē viā	<i>from the road</i>
quattuor	<i>four</i>	vastō	<i>I lay waste</i> [de-vast-ate]

* Declined like 'nāvis,' 'hostis,' § 32.

§ 39.

rīpa, 1	<i>bank</i>	palūs (palūd-), 3	<i>marsh</i>
sulcis, 3 *	<i>stake</i>	ovis, 3 *	<i>sheep</i>
acūtus, a, um	<i>sharp</i> [acute]	bōs (bov-), 3 †	<i>ox</i>
profundus, a, um	<i>deep</i> [profound]	duābus	<i>Abl. of duae</i>
caput (capit-), 3, n.	<i>head</i> ; cf. § 35	expugnō	<i>I take by storm</i>
longē	<i>far</i>	fugō	<i>I put to flight</i>

* Declined like 'nāvis,' § 32.

† This is an irregular word : bōs, bov-em, -is, -ī, -e ; Gen. Plur. bo-um.

§ 40.

prae-sum (with Dat.)	<i>I am in com- mand of</i>	dēfectiō (-iōn-), 3	<i>defection</i>
pugnandi	<i>of fighting; cf.</i>	condiciō (-iōn-), 3	<i>condition</i>
	§ 28, l. 3	dēliberō	<i>I deliberate</i>
frustrā	<i>in vain</i>	vetō	<i>I forbid</i>
victōrēs	<i>= were victors</i>	vexō	<i>I annoy, vex</i>
civitas (-tāt-), 3	<i>state [city]</i>	tribūtum, 2	<i>tribute</i>
orō	<i>I ask, entreat</i>	imperō	<i>I impose</i>
confirmō	<i>I establish</i>	(Dat.)	(upon)
	[confirm]	obses (obsid-), 3	<i>hostage</i>
tot (indeclinable adj.)	<i>so many</i>	prō (with Abl.)	<i>for, on behalf of</i>
clādēs, 3 *	<i>disaster</i>		(cf. §§ 28, 33)
maximē	<i>chiefly</i>	āra, 1	<i>altar</i>
		focus, 2	<i>hearth</i>
		tropaeum, 2	<i>trophy</i>

* This and some other nouns of the 3rd Declension differ from 'nāvis' only in the Nominative Singular; see § 32 (NOTE). In these words the Nominative and Accusative Plural is the same as the Nominative Singular.

§ 41.

XV. Hearts of oak.

aes (aer-), 3, n.	<i>brass</i>	digitus, 2	<i>finger [digit]</i>
triplex (triplic-), 3, adj.	<i>triple</i>	monstrans	<i>pointing</i>
fortis, 3, adj.	<i>brave, strong</i>	(monstrant-), 3, adj.	
admirābilis, 3, adj.	<i>admirable</i>	statiō (-iōn-), 3	<i>here road-</i>
insigne, Neuter of			<i>stead; cf. § 29</i>
insignis, 3, adj.	<i>distinguished</i>	tūtus, a, um	<i>safe</i>
facinus (facinor-), 3	<i>deed, achieve- ment</i>	illae	<i>yon, those</i>
quod	<i>that</i>	optimē	<i>excellently,</i>
orbis, 3, m.	<i>circle [orb]</i>		<i>here = hurrah</i>
orbis terrarum	<i>= the world</i>	adhūc	<i>hitherto (hūc = hither, ad = to)</i>
tam	<i>so (cf. § 33)</i>	grandis, 3, adj.	<i>big [grand]</i>
mīrus, a, um	<i>wonderful</i>	per-grandis, 3, adj.	<i>very big</i>
sententia, 1	<i>opinion</i>	omnis, 3, adj.	<i>every</i>
comprobō	<i>I approve of</i>	omnēs, Plur.	<i>all</i>
nōnus, a, um	<i>ninth</i>	ariēs (ariet-), 3, n.	<i>ram</i>

NOTE.—The heading (Robur et aes triplex) is a quotation from Horace (Odes I. 3, 9) and is here applied both to the courage of the ancient Britons and to the modern ships of war described in this section.

§ 42.

veterānus, a, um	<i>veteran, old</i>	prōpositum, 2	<i>proposal</i>
mīlitō	<i>I serve</i>	per-grātus, a, um	<i>very pleasing</i>
custōs (custōd-), 3	<i>guard</i>	ad nāvīgandum	<i>for sailing</i>
Grandis, 3, adj.	<i>the Majestic</i>	dēnegō	<i>I say no [deny]</i>
Rēgālis, 3, adj.	<i>the Royal Sov- ereign</i>	omnia, Neut. Pl.	<i>all things, of omnis</i>
Magnifica, 1, adj.	<i>the Magnificent</i>	dulce, Neut. Sing.	<i>sweet, pleasant</i>
Tonans (Tonant-)	<i>the Thunderer</i>	of dulcis, 3, adj.	
3, adj.		lēnis, 3, adj.	<i>gentle [lenient]</i>
Arrogans (Arro- gant-), 3, adj.	<i>the Arrogant</i>	brevī, Abl. Sing.	<i>brief, short</i>
Ferox (Ferōc-), 3,	<i>the Furious</i>	of brevis, 3,	
adj.	<i>lit. warlike</i>	adj.	
tegimen (-min-), 3	<i>covering</i>	classiārī, 2	<i>seamen, men of the fleet</i>
in Grandī	<i>in the Majestic</i>	ingens (ingent-),	<i>huge</i>
(Abl. of Grandis)		3, adj.	
praefectus classis	<i>admiral</i>	māchina	<i>machine</i>
cūr	<i>why</i>		

Adjectives of the Third Declension.

Adjectives of the 3rd Declension in *is* are declined :—

(1) in the Masculine and Feminine like 'nāvis' (§ 32),
except that the Ablative Singular ends in *ī* (not *-e*):

(2) in the Neuter like 'mare' (§ 36).

SINGULAR.			PLURAL.	
	<i>masc. and fem.</i>	<i>neut.</i>	<i>masc. and fem.</i>	<i>neut.</i>
1, 2	fortis	forte	fortēs	fortia
3	fortem	forte	fortēs	fortia
4	fortis	fortis	fortium	fortium
5	fortī	fortī	fortibus	fortibus
6	fortī	fortī	fortibus	fortibus

Some adjectives of the 3rd Declension which do not end in *is* have no separate form for the Nominative Singular of the Neuter; in the Masculine and Feminine they are declined like 'gens' (§ 34): thus—

SINGULAR.			PLURAL.	
	<i>masc and fem.</i>	<i>neut.</i>	<i>masc and fem.</i>	<i>neut.</i>
1, 2	<i>ingens</i>	<i>ingens</i>	<i>ingentēs</i>	<i>ingentia</i>
3	<i>ingentem</i>	<i>ingens</i>	<i>ingentēs</i>	<i>ingentia</i>
4	<i>ingentis</i>	<i>ingentis</i>	<i>ingentium</i>	<i>ingentium</i>
5	<i>ingentī</i>	<i>ingentī</i>	<i>ingentibus</i>	<i>ingentibus</i>
6	<i>ingentī</i>	<i>ingentī</i>	<i>ingentibus</i>	<i>ingentibus</i>

§ 43.

adversus, a, um *adverse*
 taberna, 1 *inn* [tavern]
 tenebrae, 1, Plur. *darkness*
 lux (lūc-), 3 *light*
 anxius, a, um *anxious*
 multa, Neut. Pl. *many things*
 of multus
 ambulātiō (-iōn), 3 *walk*
 ūtilis, 3, adj. *useful*
 vehiculum, 2 *carriage*
 [vehicle]
 nox (noct-), 3 *night*

somniō *I dream*
 membrīs iōbustīs Abl. *
 terrā marīque *by land and by*
 sea
 pugnans (pugn- *fighting*
 ant-), 3, adj. †
 salvus, a, um *safe*
 fac (Imperative *make*
 of 'faciō,'
 I make,
 māter (mātr-), *mother*

* The Abl. is here translatable by 'with'; cf. *rōbustō corpore*, § 30.

† The Adjectives in *-ans* (stem *-ant-*) are declined like *ingens* (stem *ingent-*), the only difference being in the last vowel of the stem.

DRILL EXERCISES.

[The sections of these drill exercises are numbered to correspond with the sections of the text on which they give practice. All the words occurring in them will be found in the corresponding sections of the "Preparations" (pp. 59 ff.) The Latin sentences may be used for *viva voce* practice, and may be varied at the discretion of the teacher by substituting other words that have been used in the text of the story. They will also serve as models for translating the English sentences that follow them into Latin. *The numbers in brackets in the Exercises refer to sections of the "Preparations," not to sections of the Exercises themselves; and they serve the purpose of an English-Latin Vocabulary. Thus in Ex. 4 (p. 107) the reference to § 2 after the word 'for' means that the Latin word wanted will be found in § 2 of the Preparations (p. 61)]*

§1. (*Nominative and Ablative Singular.*)

Villa est bella.

Castanea est bella.

Ancilla in villā habitat.

Ora maritima non procul a¹ villā est.

Non procul ab orā maritimā habito.

Sub castaneā interdum canto.

How pretty is the chestnut-tree!

Not far from the chestnut-tree a nightingale sings.

Not far from the country-house is the sea-shore.²

Not far from the sea-shore is the chestnut-tree.

In the country house I now live.

¹ *a* is used for *ab* before a consonant.

² ORDER OF WORDS, RULE I.—Put the Adjective immediately AFTER its Noun. The English order is just the opposite; thus where English says 'a pretty house,' Latin says 'a house pretty'; where English says 'the sea-shore' or 'the maritime shore' Latin says 'the shore maritime.' This rule applies also to Possessive Adjectives, like 'my,' 'your,' 'his,' 'our,' 'their': thus where English says 'my aunt' Latin says 'aunt mine.' But the rule does not apply to Adjectives used with the verb 'to be,' as in 'the country-house is pretty' or 'how pretty the country-house is!'

§1 *continued. (Genitive Singular.)*

Amita mea sub umbrā castaneae interdum cantat.

Cum amitā meā sub umbrā castaneae interdum canto.

Ancilla amitae meae in villā habitat.

Ancilla in villā amitae meae habitat.

Ianua non procul ab orā maritimā est

My aunt's country-house is pretty.

The door of the country-house is not far from the sea-shore.¹

Where is the nightingale?

The nightingale sometimes sings under the shade of the chestnut-tree.

The nightingale does not live (say *not lives*) in the chestnut tree.

After §1. Conversation.

Q. Ubi est villa?

A. Villa non procul ab orā maritimā est.

Q. Ubi est castanea?

A. Castanea in areā est.

¹ORDER OF WORDS, RULE 2.—Put the Adverb BEFORE the Verb or other word which it qualifies. The English order is often different; thus where English says 'sings well' Latin says 'well sings.' English may say 'sings sometimes' or 'sometimes sings,' but Latin always says 'sometimes sings.' This rule applies to the Adverb *non* which must always come *immediately* before the word which it negatives; and it also applies to Adverbial phrases formed with Prepositions, such as 'far from the sea-shore', 'under the shade of the chestnut-tree'; thus for 'the nightingale sings under the shade of the chestnut-tree' say 'the nightingale under the shade of the chestnut-tree sings';

Q. *Ubi ancilla cenam parat?

A. Ancilla sub umbrā castaneae cenam interdum parat.

Q. Ancilla in villā habitat?¹

A. Ancilla in villā habitat.

§ 2. (*Nominative Plural.*)

Scaphae non procul a villā sunt.

Feriae sunt beatae.

Beatae sunt feriae.

Magnae sunt procellae in orā maritimā.

Nautae procul ab orā maritimā sunt.

Nautae in scaphā sunt.

Scapha non magna est.

Where are the boats?

The boats are on the sand.

Sailors live not far from the sand of the sea-shore.

I sometimes sail in a boat with a sailor.

Chains are in the boat.

Anchors and chains are on the sea-shore.

§ 2 continued. (*Genitive Plural.*)

Scaphae nautarum interdum magnae sunt.

Ancorae scapharum magnarum magnae sunt.

Ancorae scapharum non magnarum non magnae sunt.

¹ Questions may be asked in conversational Latin, as in English, simply by changing the tone of the voice, and without any interrogative particle ; e.g. 'vis pugnare?' *you want to fight?* (Plautus, *Rudens* 1011). This is very common in Plautus and Terence. But it is easy to introduce the particle '-ne' to the pupil from the first, if the teacher prefers; e.g. *Habitatne ancilla in villā?*

The boats of the sailors are not far from the door of the country-house.

The anchors of the boats are on the sand.

The anchors and the chains of the anchors are on the sand.

The inhabitants of country-houses are not sailors.

The courage of the inhabitants of the sea-shore is great.

§ 3. (*Ablative Plural.*)

Scaphae in undis sunt.

Undae sub scaphis sunt

In scaphis sunt nautae.

Procella est: undae non caeruleae sunt.

Nautae in undis non caeruleis navigant.

Nautae in casis albis habitant.

Sailors often sail in boats.

I often sail with the sailors.

Not far from the windows of the cottages are the waves of the sea-shore.

My aunt is often¹ in the cottages of the farmers.

There-is² a wood not far from the cottages of the farmers.

§ 3 continued. (*Accusative Singular and Plural after a Preposition*)

Ante villam est arena.

Ante casas nautarum est ora maritima.

Ora maritima prope villam amittae meae est.

Prope casas agricolarum est silva.

Post cenam in scaphā non navigo.

Post ferias procul ab orā maritimā habito.

¹ See Rule 2 (Order of Words).

² 'There-is' and 'there-are' must be translated simply by the verb: 'say not far from the cottages is a wood.'

Before the door of the country-house is the sand of the sea-shore.
Near the wood are the cottages of the farmers.
During the holidays I sometimes sail in boats.
After the holidays I do not stay¹ in the country-house of my aunt.
Before the holidays I do not sail in boats.

§3 *continued.* (*Accusative Singular and Plural depending on a Verb.*)

Villam ex orā maritimā specto.
Fenestras villae ex orā maritimā specto.
In arenā scapham et ancoras et catenas specto.
In silvā plantas et herbas specto.
Plantas et herbas amo: bacas amo.
Nautae casas albas amant.
Casae albae nautas delectant.

I love the sand.²
I love the sand of the sea-shore.
I love boats and anchors and chains
Waves delight sailors.
Plants delight my aunt.
My aunt loves sailors and farmers.
From the windows of the cottages the sailors see the waves.
Boats delight sailors: sailors love boats.
Before the holidays I do not see boats and the sea-shore.

¹ 'I do not stay' is an English way of saying 'I stay not'; in Latin there will be only one word for 'I do stay,' and the word for 'not' must come before it. (For 'stay' say *ive.*) Similarly in the next sentence 'I do not sail.'

² ORDER OF WORDS, RULE 3.—Put the Accusative before the Verb on which it depends.

Complete the following sentences by inserting a Verb.

Oram maritimam —.

Ora maritima nos —.

Scaphas albas —.

Scaphae interdum caeruleae —.

Ora maritima — bella.

Complete the following sentences by inserting a Preposition in the first place and a Verb in the second.

— arenā — scaphae.

— oram maritimam nautas —

Agricolae — silvam —.

— nautis interdum —.

— agricolis interdum —.

After § 3. Conversation. (Quid = what.)

Q. Quid ex fenestrā spectas?

A. Ex fenestrā undas et oram maritimam specto.

Q. Oram maritimam amas?

A. Oram maritimam amo. Undae me delectant.

Q. Silvam non amas?

A. Silvam amo. Silva me delectat.

Q. In silvā interdum ambulas?

A. In silvā saepe ambulo.

Q. Ubi est silva?

A. Silva non procul a villā est.

Q. Quid est in silvā?

A. In silvā est copia plantarum et herbarum

Q. Bacas non amas?

A. Quantopere me bacae delectant!

§ 4. (*Vocative Singular and Plural.*)

Inter ferias te, ora maritima, et vos, undae caeruleae, saepe specto.

Vos, undae caeruleae, Britannia amat.

Te, regina mea, amo; te, patria mea, amo.

Vos, incolae Africae, Meridianae, regina insularum Britannicarum amat.

I love thee, [o] Queen Victoria.

Victoria is queen not only of the British islands, but also of Canada, of Australia, of South Africa.

I love thee, [o] South Africa; for (§ 2) South Africa is my native-land.

I love you, [o] inhabitants of Britain; for South Africa is a British colony.

Great is the glory of the British colonies.

§ 5. (*Dative Singular.*)

Silva Lydiae laetitiam dat.

Columbae Lydiae laetitiam dant.

Lingua Francogallica Lydiae laetitiam non dat.

Tu, Lydia, inter ferias magistræ tuæ operam non das.

Ego inter ferias linguae Latinae operam non do.

India gives delight to the Queen¹ of the British isles.

But India is not a British colony.

The British colonies also give delight to the British Queen.

Canada gives delight to Britain.

For Canada is a great British colony.

¹ ORDER OF WORDS, RULE 4.—Put the Dative before the Accusative. (Note that the gift stands in the Accusative, and the person to whom the gift is made in the Dative.)

§ 5 *continued.* (*Dative Plural.*)

Undae caeruleae nautis laetitiam dant.

Procellae nautis laetitiam non dant.

Plantae et herbae agricolis laetitiam dant.

Agricolae scaphis operam non dant.

Inter ferias linguis antiquis operam non saepe do.

The Queen of Britain gives attention to the British colonies.

The British colonies give delight to the inhabitants of the British isles.

Sailors give attention to boats and anchors and chains.

My aunt gives attention to the cottages of the farmers and sailors.

Lydia gives attention to doves.

*After § 5. (Practice in translation of English Prepositions.)**Make Latin sentences containing translations of the following phrases, and then say which of these English Prepositions are not translated by Prepositions in Latin.*

in a country-house.

out-of a country-house.

not far from a country-house.

to a country-house
(*with a Verb of 'going.'*)

of a country-house.

with my aunt.

to my aunt
(*with a Verb of 'giving.'*)

under a boat.

before supper.

after supper.

in country-houses.

out-of country-houses.

not far from country-houses

to country-houses
(*with a Verb of 'going.'*)

of country-houses.

with my aunts.

to my aunts
(*with a Verb of 'giving.'*)

under boats.

during the holidays.

After § 5. Translate and learn the following tables containing forms of Pronouns hitherto found.

	SINGULAR.	PLURAL.
1ST PERSON. NOMINATIVE CASE.	ego	nos
ACCUSATIVE CASE.	me	nos
2ND PERSON. NOMINATIVE CASE.	tu	vos
ACCUSATIVE CASE.	te	vos

NOMINATIVE CASE WITH VERES.

	SINGULAR.	PLURAL.
1ST PERSON.	ego in villā habito.	nos in villā habitamus.
2ND PERSON.	tu in villā habitas.	vos in villā habitatis.
3RD PERSON.	amita mea in villā habitat.	amitae meae in villā habitant.

ACCUSATIVE CASE WITH VERBS.

	SINGULAR.	PLURAL.
1ST PERSON.	amita mea me amat.	amita mea nos amat.
2ND PERSON.	amita mea te amat.	amita mea vos amat.
3RD PERSON.	amita mea villam amat.	amita mea casas amat.

After § 5. Conversation.

(Recapitulation of 1st Declension and Present Tense of 'sum' and 1st Conjugation.) Quis = who.

Q. Quis in villā nunc habitat?

A. Lydia, consobrina mea, in villā nunc habitat.

Q. Tu quoque apud amitam tuam nunc habitas?

A. Ego quoque apud amitam meam nunc habito.

Q. Quid curat Lydia?

A. Lydia columbas curat.

Q. Linguae Francogallicae operam dat?

A. Linguae Francogallicae operam non dat: nam feriae nunc sunt.

Q. Tu linguae Latinae inter ferias operam das?

A. Linguae Latinae inter ferias operam non do.

Q. Ubi es inter ferias?

A. Apud amitam meam inter ferias sum.

Q. Quid te inter ferias delectat?

A. Arena, ora maritima, scaphae me inter ferias delectant.

Q. In scaphis interdum navigas?

A. In scaphis saepe navigo.

Q. Procellas non formidas?

A. Cum nautā navigo.

Q. Tu et Lydia in silvā interdum ambulatis?

A. In silvā interdum ambulamus.

*After § 5. (Present Indicative of 'sum.')*¹

I am an inhabitant of Britain.

Thou, [o] Canada, art a British colony.

Canada is an ancient (*antiqua*) colony of Britain.

We are inhabitants of the British isles.

You, [o] British colonies, are far from the British isles.

There are British colonies in Australia.

After § 5. (Present Indicative of the 1st Conjugation.)

I now live in my aunt's country-house not far from the sea-shore.

You, Lydia, now live with my aunt.

Your schoolmistress lives far from the sea-shore.

During the holidays we often sail in boats: and we do not give attention to the languages of Rome and Greece.

You, [o] blue waves, now delight us.

During the holidays the languages of Rome and Greece do not delight us.

¹ AGREEMENT OF THE VERB WITH THE SUBJECT.—The Verb must be of the same Person and Number as its Subject (that is, the person or thing that 'does' or 'is').

§6. (*2nd Declension in -us, Singular Number.*)

Hortus bellus est.
 Tu, horte, non magnus es.
 Hortum bellum inter ferias saepe visito.
 Violae horti belli caeruleae sunt.
 Patruus meus horto bello aquam dat.
 In horto bello sunt rosae.

My¹ uncle lives in a country-house near the sea-shore. I love my uncle. I often visit my uncle's garden. I sometimes water the roses and violets of the garden. I often walk in the garden with Lydia. Sometimes I walk round the wall of the garden with my uncle. There is a stream not far from the garden. In the stream is an abundance of water. The garden gives delight to my uncle.

§7. (*Second Declension in -us, Plural Number.*)

Mergi in orā maritimā nidificant.
 Vos, mergi, in orā maritimā nidificatis.
 Mergos in orā maritimā non capto.
 Cibus mergorum in oceano est.
 Mergis inter ferias operam do.
 Corvi cum mergis non nidificant, non volitant.

There is a great number of elms in my uncle's garden. Many² crows live in the elms. Sea-gulls do not make-nests in

¹ Note that the adjectives in these early exercises (§§ 1-11) have always the same endings as their Nouns.

² The Latin Adjectives meaning 'many', 'some', 'all', 'few', generally stand *before* their Nouns (not after them, like most Adjectives; see Rule 1 of Order, p. 101).

elms. I like to watch (say *gladly watch*) the sea-gulls, when I am on the sea-shore. During the holidays I sometimes give food to the horses of my uncle's farm. Lydia gives food to the cocks and hens. My uncle gives attention to his farm and his horses and cows and pigs. The crows give delight to my uncle.

After § 7. Conversation.

Q. Agellus patruī tui tibi et Lydiae laetitiam dat?

A. Agellus patruī mei nos delectat.

Q. Quid in agello est?

A. In agello sunt equi et vaccae et porci et galli gallinaeque.

Q. Quis equos et vaccas et porcos curat?

A. Ego equis interdum cibum do ; sed rustici vaccas et porcos curant.

Q. Quis gallis gallinisque cibum dat?

A. Lydia gallis gallinisque cibum saepe dat.

Q. Ubi habitant rustici?

A. Rustici in vico habitant, non procul ab agello

§ 8. (*2nd Declension continued.*)

The blue waves foam and murmur round my uncle's garden. I like to watch (say *gladly watch*) the blue waves of the ocean. I like to walk to the high cliffs of the sea-shore. The lighthouses of the French coast (say *shore*) are not far distant. The moon and stars often light-up the ocean. It delights me to see the white cliffs and the waves. Boats carry sailors on the ocean ; sailors carry boats on the sand.

After §8. Conversation.

Q. Quid tu et Lydia in horto patui tui spectatis?

A. Non solum rosas et violas sed etiam corvos spectamus.

Q. Quid ex horto spectatis?

A. Mergos interdum ex horto spectamus.

Q. Ubi sunt nidi mergorum?

A. Nidi mergorum in scopulis orae maritimae sunt; sed nonnulli ex mergis in insulis prope oram maritimam nidificant.

Q. Ubi praedam suam captant?

A. Praedam suam in oceano captant.

Q. Mergi interdum super agellum volitant?

A. Super agellum volitant; nam ibi quoque cibum suum captant.

Q. Quid ex scopulis orae maritimae spectatis?

A. Ex scopulis pharos orae Francogallicae spectamus.

§9. (*2nd Declension in -um.*)

Oppidum antiquum in Cantio est.

Te, oppidum antiquum, amo.

Oppidum antiquum inter ferias interdum visito.

Fundamenta oppidi antiqui magna sed non alta sunt.

Oppido antiquo inter ferias operam do.

In oppido antiquo nummi Romani sunt.

Oppida antiqua me delectant.

Vos, oppida antiqua, amo.

Oppida antiqua libenter visito.

Aedificia oppidorum antiquorum interdum Romana sunt.

Oppidis antiquis libenter operam do.

In oppidis antiquis nummi Britannici interdum sunt.

Where is Kent? Kent is in South Britain. The coast (say *shore*) of Kent is not far from the French coast. My uncle's farm is in Kent. Dover and Richborough are not far from my uncle's

farm. There are traces of a Roman amphitheatre near Richborough. London also is an ancient town. London is not far distant from Kent. There are many ancient towns on British soil. In Britain we often see the foundations of Roman buildings.

After § 9. Conversation.

Q. Ubi habitant patruus tuus et amita tua?

A. In Cantio habitant, inter Dubras et Rutupias.

Q. Quid in Cantio spectas?

A. (*Here may be introduced all the Nouns hitherto learned, Singular or Plural Number.*)

§ 10. (*2nd Declension in -um continued.*)

I often see the ancient castle, when I visit Dover. The castle is on the cliffs, near the sea-shore. The walls of the castle are not ancient; but there are relics of ancient buildings in the castle. At the present-day there is a church near the relics of the ancient buildings. The church also is ancient; for it was a consecrated building in the second century after the birth of Christ (*say after Christ born.*)

§ 11. (*2nd Declension in -um continued.*)

From the windows of the castle we see many vessels. There are many vessels in the English Channel. Many vessels sail round Britain. I see the flags of British and French vessels. But where are the German and Belgian vessels? I do not now see German and Belgian vessels in the English Channel. But many German and Belgian vessels sail to Britain.¹

¹ Imitate *in Africam Meridianam*. So, too, in future exercises when going or sailing to a Country is spoken of.

After § 11. Conversation.

Q. Dubras et Rutupias interdum visitas?

A. Dubras saepe visito.

Q. Quid ibi spectas?

A. Castellum antiquum ibi specto.

Q. Quid in castello spectas?

A. In castello speculam antiquam specto.

Q. Quid ex castello spectas?

A. Ex castello fretum Gallicum et clivos gramineos specto.

Q. Quid in freto Gallico spectas?

A. In freto Gallico navigia specto.

Q. Navigia libenter spectas?

A. Nonnulla ex navigiis in patriam meam navigant.

§ 12. (*2nd Declension in -er.*)

Puer Marcus condiscipulus meus est.

Tu, puer Marce, mihi praecipuus amicus es.

Puerum Marcum saepe visito.

Pueri Marci patria est Caledonia.

Puero Marco feriae magnam laetitiam dant.

Cum puero Marco saepe nato.

Duo pueri prope Dubras habitant.

Vos, pueri, condiscipuli mei estis.

Pueros, condiscipulos meos, pilae delectant.

Patria puerorum procul a Cantio est.

Pueris ludi in arenā laetitiam dant.

Cum pueris interdum in scaphā navigo.

Two boys are my friends. They live in Kent, but Scotland is the native-land of the boys. The boys are my schoolfellows. I often visit the boys during the holidays. Sometimes I swim with the boys in the blue waves. How much it delights us boys to see the great waves!

§ 13. (*2nd Declension in -er continued.*)

During the holidays a boy does not pay attention to lessons. The ancient languages of Greece and Rome do not delight a boy during the holidays. There are many amusements of a boy when he is free¹ from lessons. Games of ball give great delight to a boy, not only during the holidays but also when he is not² free from lessons.

Peter is a sailor. I like Peter. Peter's boat is a source (§9)³ not only of amusement but also of gain to Peter.

After § 13. Conversation. (Quot = how many.)

Q. Quot tibi amici sunt?

A. Duo mihi sunt amici.

Q. Ubi habitant amici tui?

A. Prope Dubras nunc habitant amici mei.

Q. Pueros interdum visitas?

A. Pueros saepe visito.

Q. Quid vos pueros inter ferias delectat?

A. Ludi pilarum, castella in arenā aedificare, in undis natare, in scaphis navigare nos delectant.

Q. Undas spumiferas non formidatis?

A. Undas non formidamus.

Q. Vos pueri interdum remigatis?

A. Interdum remigamus, cum undae non nimis asperae sunt.

Q. Quis remigat cum undae asperae sunt?

A. Cum undae nimis asperae sunt, Petrus remigat vel velis ministrat.

¹The Adjective used with the Verb 'to be' must be in the same Case and Number as the Subject of which it is said; thus here 'free' must be Nominative Singular, because 'he' is Nominative Singular.

²See Order of Words, Rule 2. Here 'not' negatives 'free' and must therefore stand immediately before it.

³Where a number is quoted like this in brackets, it means that the word required can be found in a certain section of the Preparations.

§ 14. (2nd Declension continued: 'vir'.)

There is a nobleman¹ mentioned in a play². The nobleman's life is unhappy. The man has³ two sons. The son Edgar⁴ is faithful. But the son Edmund⁴ does not love the nobleman. The nobleman prepares to hurl himself down from a cliff. The cliff is near Dover. But the faithful son walks to the cliff with the nobleman, and saves the life of the unhappy man.

After § 14.

1. Write two sentences about the things seen in Kent during the holidays. In the first sentence say 'During the holidays I see'; in the second sentence say 'How much it delights me to see' (and here put in the things that you like best to see).

2. Repeat the table of Pronouns given after § 5, and add the Dative Cases, Singular and Plural (mihi, tibi, nobis, vobis). Make up sentences containing these Datives.

§ 15. (2nd Declension in -er continued.)

Magister noster vir doctus est.

Tu, magister, mihi carus es.

Magistrum nostrum amo.

Libri magistri nostri pulchri sunt.

Libri magistro nostro magnam laetitiam dant.

Cum magistro nostro saepe ambulamus.

Magistri nostri viri docti sunt.

Vos, magistri, pueris pigris non cari estis.

Magistros multi pueri formidant.

¹ Note that the Adjective in this case has not the same ending as the Noun; so, too, often in the following exercises.

² Say in a play mentioned; see Order of Words, Rule 2.

³ Say to the man there-are; see Preparations, § 9, end (patruo meo est).

⁴ These English names may be latinized as *Edgarus*, *Edmundus*.

Libri magistrorum nostrorum docti sunt.
 Magistris nostris copia librorum est.
 Cum magistris nostris ludis saepe operam damus.

I often see our schoolmaster during the holidays. Our schoolmaster has¹ many books about (§ 10) Britain. We boys like to see² the books of our schoolmaster. The schoolmaster's books are filled³ with Roman and Greek coins. I am a schoolfellow of Mark and Alexander in a famous and ancient school. Not only the boys but also the masters of our school pay attention to games.

§ 16. (*Agreement of Adjectives.*)

nummus Romanus	villa Romana	oppidum Romanum
vir doctus	fagus Britannica	
liber Latinus		
nauta Romanus		

RULE.—Make the Adjective agree with its Noun in Gender⁴ as well as in Number and Case.

This rule applies not only to examples like those above, in which the Adjective is called an *Attribute* of the Noun, but also to examples like the following, in which the Adjective is used with the Verb 'to be' and is called a *Predicate Adjective*:

nummus est Romanus.	villa est Romana.	oppidum est
vir est doctus.	fagus est Britannica.	Romanum.

¹ Say *to our schoolmaster there-are*; see *Preparations* § 9, end. Similarly in all future sentences where the verb 'to have' occurs in this book.

² Here and in all future sentences where 'like to —' occurs say 'gladly —'.

³ Use *creber*, and remember the rule for the Case and Number of Adjectives used with the verb 'to be' given on § 13 ('he is free').

⁴ For Rules of Gender see *Preparations* § 15 (p. 75).—Note that the ending of the Adjective is not always the same as that of the Noun (as it was in the exercises on §§ 1-11).

A learned teacher is not always dear to boys. Our teacher is learned. Boys are not learned. My aunt is not learned. But we boys love our teacher. And my aunt likes to listen when a learned man tells about the ancient Britons. There were¹ great forests in ancient Britain. But there were not many beeches in the British forests. So Gaius Julius affirms. There were many wolves and bears in the great forests of ancient Britain.

§ 17. (*Agreement of Adjectives continued.*)

Were the Roman sailors lazy? Gaius Julius does not blame (§ 14) the Roman sailors. He praises² the courage of his sailors. Roman farmers were active, as a Roman poet affirms. There were many Roman sailors (say *many sailors Roman*) on the vessels of Gaius³ Julius. Roman vessels were able to sail to Britain and round the British coast. The rains of Britain were hideous then,⁴ as they are now.⁴ The small pearls of the British ocean were mostly (§ 13) dark or blue.

§ 18. (*Past Imperfect Indicative of 'sum' and the 1st Conjugation.*)

Proximo anno in Cantio eram.

Proximo anno in Cantio eras.

Proximo anno in Cantio erat.

Proximo anno in Cantio eramus.

Proximo anno in Cantio eratis.

Proximo anno in Cantio erant.

¹ The only forms of the Past Imperfect needed for this and the following exercise are those which have actually occurred in the text of the story.

² Use the verb laudo, 'I praise' (*Preparations* § 13).

³ Gaius forms Gen. Gaii, Dat. Gaiō.

⁴ Remember that 'then' and 'now' are Adverbs.

Multa aedificia antiqua spectabam.
Multa aedificia antiqua spectabas.
Multa aedificia antiqua spectabat.
Multa aedificia antiqua spectabamus.
Multa aedificia antiqua spectabatis.
Multa aedificia antiqua spectabant.

The large vessels of British sailors are mostly (§ 13) black ; but the little boats are sometimes white, sometimes blue, sometimes yellow. Last year, while (§ 16) I was in Kent, I used-to-see many British sailors. They were all sun-burnt. Some¹ of the sailors used-to-tattoo (say *colour*) their limbs. The clothes of British and French sailors are blue. British sailors mostly have sturdy limbs and a great stature. Our sailors sail round the coasts of all lands, as the Roman sailors used-to-sail round the coasts of the Mediterranean.² A British sailor does not fear storms.

§ 19. (*Adjectives and Past Imperfect Indicative continued.*)

Were all the inhabitants of ancient Britain Celts? I think not.³ Some of the ancient inhabitants of our island were not barbarous. The inhabitants of Kent were mostly farmers, as they are now.⁴ Many of the inhabitants of Kent were Belgians (§ 15). Were not the Belgians a German tribe (§ 18)? Does not Gaius Julius so affirm in his book about the Gallic war? The German tribes were moderately civilized, but the ancient Celts of Britain were not civilized.

¹The word for 'some' must stand in the Nominative Case and be Masculine Plural, because 'some of the sailors' means 'some *sailors* of the sailors'; see the example in § 11 of the story.

²Say 'the Mediterranean ocean.' 'Mediterranean' is an Adjective, meaning 'Mid-land,' and is in Latin *Mediterraneus* (*a,um*).

³A very common way of saying 'I think not,' 'I hope not,' and so forth in Latin is 'I do not think,' 'I do not hope,' etc.

⁴Remember that 'now' is an Adverb.

§ 20. (*Some uses of the Ablative without a Preposition: see summary of these uses at the end of Preparations § 20.*)¹

(A.) In the second century before the birth of Christ² Britain was free. The boys and girls (§ 15) of the uncivilized Britons were free from lessons. The savage (§ 18) Britons together with their sons used-to-kill stags and wild-boars in the woods with spears and arrows. They used-to-catch (§ 7) wild-beasts with hunting dogs (§ 19) for the sake of food.

(B.) The civilized Britons used-to-adorn³ their limbs with golden chains and with precious-stones (§ 19). By means of the vessels of the Veneti they used-to-export corn to Gaul. The Druids were the teachers of the children of the civilized Britons. The Romans used not to fight with chariots. They used-to-fight with barbarous tribes for the sake of victory and gain (§ 9). They used often to kill their captives; but sometimes they used to sell the captives at a great price (§ 9).

¹ NOTE ON THE ABLATIVE WITHOUT A PREPOSITION. The following English Prepositions are to be translated by the Ablative without a Preposition in certain cases.

'From,' when it comes after 'free' (*liber*, § 12) and 'I am free' (*vaco*, § 6).

'In' or 'At,' when it comes before a Noun denoting time, as 'in the second century,' *secundo saeculo* (§ 10), 'at what o'clock?' *quotā horā?* (§ 21). Also before a Noun denoting price or value, as 'at a great price,' *magno pretio* (§ 9).

'With,' when it means 'by means of,' or forms a phrase answering the question 'how?': as 'they used to fight with spears and arrows,' *hastis et sagittis pugnabant* (§ 18), 'they used to fight with great courage,' *magā audaciā pugnabant*; 'hideous with rains,' *pluviiis foedum* (§ 17); 'filled with victims,' *victimis plena* (§ 20); 'crowded with children,' *liberis creber* (§ 15).

'By means of' is generally to be translated by the Ablative alone.

[A fuller account of how to translate English Prepositions is given at the end of this book.]

² Here and in future exercises where the phrase 'before the birth of Christ' occurs, say *before Christ born*.

³ Use the verb *orno*, I adorn, I ornament.

§ 21. (*Some forms of the Future Indicative.*)¹

How I shall like² to walk to the place where the battle was! Where will the place be? The place will be on the coast of Kent, between Dover and Richborough. The road will be long, but it will be very-pleasing to us to see the place. You, Mark and Alexander, will walk with me and with my uncle to the place.

§ 22. (*Future Indicative and Imperative of 'sum' and 1st Conjugation.*)

Locum cras spectabo, si caelum serenum erit.

Tu, Marce, locum spectabis, si caelum serenum erit.

Alexander locum spectabit, si caelum serenum erit.

Universi locum spectabimus, si caelum serenum erit.

Vos, amita mea et Lydia, locum non spectabitis.

Amita mea et Lydia locum non spectabunt.

Specta, Marce!

Spectate, pueri!

If the sky is³ clear, we shall-be-able to see the place where the Roman vessels were. My uncle will show us⁴ the place. At what o'clock shall we arrive? You, Mark and Alexander, will dine with us when it is³ evening. We shall carry our lunch with us. The cakes and apples will give us⁴ great delight. "Show me⁴ the tombs," says Alexander. Alexander is a little boy. "Not too

¹ The only forms needed for this exercise are those which have actually occurred in § 21 of the story.

² See note 2 on p. 118.

³ Say *shall be*. The Future Tense often means 'shall' as well as 'will' in the 2nd and 3rd Persons, especially in subordinate clauses. Sometimes it means 'will' in the 1st Person.

⁴ What Preposition might be used before the Pronoun in English? Think of the meaning. This Preposition after a verb of 'showing' is translated in the same way as after a verb of 'giving.'

fast! (say *hurry slowly*)," says my uncle. "Give attention, boys," says my aunt, "we shall dine at the eleventh hour. I shall praise (§ 13) you, if you arrive¹ before the eleventh hour. You will not arrive after the eleventh hour, as I hope." "I hope not,"² says my uncle.

§ 23. (*Future Indicative and Imperative continued.*)

We shall start (say *give ourselves to the road*) at the fifth hour. We shall not walk quickly. For Alexander will be tired if we walk³ too (§ 12) quickly. What o'clock will it be when we arrive?³ Will you be tired, Alexander, if we arrive³ at the seventh hour? "I shall not be tired" says Alexander. "You will not walk too quickly, as I hope," says my aunt, "for Alexander is a little boy." "Not too fast! (say *hurry slowly*)" says Lydia; "Alexander will be hungry before the seventh hour. Carry an apple with you, Alexander!" "I shall not be hungry," says Alexander. "Give me the cakes," says my uncle. "Good-bye" says my aunt; "arrive in-good-time (say *opportune*ly)."

§ 24. (*Perfect Indicative of 'sum' and 1st Conjugation.*)

Practice in all persons of the Singular and Plural the sentence:

Locum spectavi quo Gaius Iulius navigia sua applicavit.

The sky was clear when we walked to the place where Gaius Julius fought with the Britons. In the year 55 B.C.⁴ he built vessels in Gaul and sailed from the Gallic coast to the coast of Kent. He brought his vessels to land between Dover and Rich-

¹ Say *shall arrive*.

² See note 3 on p. 120.

³ Use the Future Tense, as in Ex. § 22, p. 122.

⁴ Say *in the fifty-fifth year before Christ born*; and similarly in all future sentences when the phrase 'B.C.' or 'A.D.' (Anno Domini) occurs, say *before Christ born* or *after Christ born*.

borough, as learned men have generally (*mostly*, §13) affirmed. The Britons were prepared (§21), and they hastened to the place. My uncle has often seen the place, but we boys have never been there.

§25. (*Pluperfect Indicative of 'sum' and 1st Conjugation*).

Practice in all persons of the Singular and Plural the sentence:
Ad locum adventaveram quo Gaius Iulius navigia sua applicavit.

When Gaius Julius anchored¹ his vessels near the British coast, the Britons had already gathered themselves together on the cliffs. "We Britons will never be slaves (§19)" they say (§21). They had hastened along the sea-shore and had prepared themselves for battle (§24). Roman forces had never before sailed to our island. But Gallic vessels had often sailed to Britain for the sake of commerce. Gaius Julius had never before been in Britain. But he had waged-war (§24) against the inhabitants of the neighbouring coast. The Gauls (§19) had told Gaius Julius² many-things about Britain.

§26. (*Future Present Indicative of 'sum' and 1st Conjugation*).

Practice in all persons of the Singular and Plural the sentence:
Cum alterum pomum gustavero, in viam me dabo.

"When³ shall we have arrived home⁴?" says Alexander. "My aunt will not praise (§13) us" say I (§21) "if we arrive⁵ late (§23)." "We shall have arrived before the eleventh hour," says

¹ Where the phrase 'to anchor' occurs, say 'to fasten to anchors,' as in the story.

² What Preposition might be put in before 'Gaius Julius' in English? Compare Ex. 22, note 4 (p. 122).

³ What is the word for 'when' in a question?

⁴ Use the word that properly means 'homewards': for the Romans always spoke of arriving 'to a place' (not 'at a place.')

⁵ Use the Future Perfect Tense (*shall have* —).

my uncle, "unless (§25) there-is¹ rain (§17). If the sky is¹ clear, we shall not arrive late, as I hope." "Unless you, Alexander, walk¹ quickly," says Mark, "there will be delay." "When shall we visit Richborough?" say I. "If you visit¹ me next year (*proximo anno*)," says my uncle "I will walk with you to Richborough,² and I will show you the ruins of the castle belonging-to-Richborough (§21)."

After §26. (*On Adjectives in -atus, a, um*).

A. Translate and compare the following examples of *Adjectives in -atus, -a, -um, which have occurred in the story.*

Aedificium consecratum (§10).

Nonnulla navigia Castella nominata sunt (§11).

Locus in fabula commemoratus est (§14).

Urnae pulchre ornatae (§20).

Quota hora parati eritis? (§21).

Non fatigatus sum (§23).

Copiae armatae (§24).

Quando satiatus eris? (§26).

All these Adjectives are formed from Verbs, like the English Adjectives in -ed or -n formed from Verbs. Adjectives formed from Verbs are generally called 'Participles,' and they may be used, like other Adjectives, either to qualify Nouns or with the Verb 'to be' (see examples above). When they are used with the Verb 'to be' they form certain tenses of the 'Passive Voice,' as in English.

¹ Use the Future Perfect Tense (*shall have* —).

² Imitate the way of saying 'to Dover' given in §24 of the story, and see also the rule given in Preparations §22. The case used to express 'to' and 'from' with the name of a Town is the same as if the Prepositions *ad* and *ab* were used.

B. Translate into Latin.

I am not satisfied.

Are you fatigued, Alexander?

The urn is beautifully adorned.

I have seen an urn beautifully adorned.

The Britons were armed with spears and arrows.

The Britons were prepared for (cf. § 24) battle.

We were prepared for lunch.

The building was already consecrated in the second century.

The Roman vessels were already fastened to anchors (§ 24)

The Britons were gathered-together on the sea-shore (§ 25)

After § 26. (On Adjectives in -andus, a, um, and Nouns in -andum).¹

Translate in the way indicated in the Preparations (§§ 25, 24, 23) the following sentences containing Adjectives in -andus, a, um :—

Audacia aquiliferi erat laudanda (*laud-able* or *praise-worthy*, § 25).

Audacia laudanda aquiliferi Romanos servavit.

Magister noster est amandus (*ami-able* or *lov-able* or *worthy-to-be-loved*).

Amita mea est amanda.

Amita mea amanda in Cantio habitat.

Scopuli Cantii sunt spectandi (*worthy-to-be-seen* or simply *to-be-seen*).

Scopulos spectandos Cantii saepe visitavi.

Navigia ad scopulos non sunt applicanda (*to-be-brought-to-land*).

¹ The uses of the Adjectives in -andus, a, um, and Nouns in -andum will be more fully explained hereafter (at the end of the Exercises).

Locus non idoneus est ad navigia applicanda (*for vessels to-be-brought-to-land*, § 24).¹

Locus idoneus erat ad copias explicandas (*for forces to-be-deployed*, § 25).

Translate the following sentences containing Nouns in -andum:—

Paratus sum ad ambulandum (*for walking*, § 23).

Parati sumus ad remigandum (*cf. remigo, I row*).

Cupidi (*desirous*) sumus remigandi (Gen. Case of 'remigandum.')

Cupidi eramus visitandi locum ubi proelium erat.

Cupidus sum ambulandi ad locum.

Ad locum ambulandi cupidus sum.

§ 27. (*3rd Declension.—Masculines and Feminines that form the Nominative Singular without adding -s*).

(A). C. Julius Caesar was a famous (*clarus*, § 15) general of the Romans in the first century B.C. Great was the glory (§ 4) of C. Julius Caesar. The Gauls feared (§ 2; say *used-to-fear*) Caesar. For within (§ 22) three years he had defeated (§ 24) the Helvetii² in South Gaul and the Veneti on the Gallic coast and the tribes of Belgic Gaul. There were many Caesars before and after C. Julius Caesar. The Romans used-to-name³ the Caesars 'Generals.' The forces of the Caesars were great. My uncle has told me many-things about the Caesars.

¹ Compare in English such sentences as 'It is time for the dinner to be got ready,' 'I am eager for the dinner to be got ready,' 'Ring the bell for the dinner to be cleared away,' etc.

² *Helvetii*, the plural of *Helvetius*, is a noun of the 2nd Declension. The Helvetii lived in *Helvetia* (Switzerland).

³ Use *nomino* 'I name,' from which comes the Adjective *nominatus*, *a, um* 'named' (§ 11).

(B). Why did Caesar wage-war against Britain? The cause (§9) of the expedition against Britain is known (§16). During the war with the Veneti some of the tribes¹ of Britain had supplied auxiliaries to² the Veneti. For the Veneti had been friends of the tribes of South Britain during many years. There had also been war between the tribes of South Britain. And the Trinobantes were friends of the Romans. Accordingly (§19) Caesar prepared to supply aid to the Trinobantes against the Cassi.

§ 28. (*Same Nouns continued.*)

Caesar's first expedition was not great; but in the second expedition of the next year a great multitude of vessels and five legions sailed with Caesar to Britain. How-many³ men were-there in a Roman legion? How-many men were-there in five Roman legions? The number was different (§19) in different centuries. Among⁴ Caesar's forces were also many Gallic auxiliaries. For the Belgae and other Gallic tribes had supplied forces to Caesar. Many Caesars were warlike. In the first century A.D. one (§22) of the Caesars named Claudius was the second conqueror (*victor*) of Britain. I do not love the Caesars; but C. Julius Caesar was a great man and a great general.

§ 29. (*3rd Declension.—Masculines and Feminines that form the Nominative Singular by adding -s.*)

A. There had been peace between the Romans and the Britons after the first expedition of Caesar. It was not necessary for Caesar (§24) to wage-war a-second-time against the free tribes of

¹ Translate 'tribe' by *natio* (instead of *populus*) in this and all following exercises.

² The verb 'to supply' is a verb of 'giving.' How, then, is *to the Veneti* to be translated?

³ 'How-many' is *quot* (indeclinable; see Latin Drill §13).

⁴ Say *in the number of*.

Britain. But he was desirous of glory and booty. Accordingly in the year 54 B.C. he transported five legions of Roman soldiers and a great multitude of Gallic horse-soldiers to our island. The soldiers of the Roman legions were foot-soldiers.¹ Caesar did not fear the tempests² of the English channel; he did not fear the arrows and chariots of the British tribes. From the pluck of his soldiers and sailors he expected (§ 26) victory.

§ 30. (3rd Declension.—Neuters in *-men, -us* or *-ur*.)³

Among Caesar's legions was the tenth (§ 22) legion. The name of the tenth legion was 'Alauda.'⁴ The name of the tenth legion was famous, and dear to the soldiers. What⁵ was the name of the

¹ The word for 'foot-soldier' is *pedes* (stem *pedit-*), declined like *miles* and *eques*. [*ped-it-* means properly 'foot-goer,' as *equ-it-* means 'horse-goer.']

² Use *tempestas*, which also means 'weather' (*Preparations* § 29).

³ These Neuters, like the Masculines and Feminines of §§ 27 and 28, form the Nominative Singular without adding an *s*. (The *s* of words like *tempus* is not an addition to the stem but part of it: the stem was originally the same as the Nom. Sing., but the *s* has been changed into an *r* between two vowels)

The Rule of Gender in the 3rd Decl. is therefore:—

1. Nouns denoting PERSONS are Masculine if they denote MALE PERSONS, Feminine if they denote FEMALE PERSONS. (This rule is the same for all declensions).
2. Nouns not denoting persons and forming the Nominative Singular by adding an *s* are mostly Feminine.
3. Nouns not denoting persons and forming the Nominative Singular without adding an *s* are mostly—

Feminine if the Nom. Sing. ends in IO, DO or GO;
Neuter if the Nom. Sing. ends in MEN, US, UR, or E;
Masculine in other cases (for instance when the
Nom. Sing. ends in OR).

⁴ A Noun of the 1st Declension, meaning 'the Lark.'

⁵ Use *quid* (see Drill Ex. § 3, p. 106). In asking 'what is the name?' the Romans regularly used the Pronoun *quid* (not the adjectival form of it).

river where there was a great contest of the Britons against the Romans? There are many rivers in South Britain. Caesar does not mention¹ the name of the river. A Roman had three² names. The first names of Caesar were Gaius and Julius. The chief (§12) name of a Roman was the second name.

§31. (*Same Nouns continued.*)

(A.) There were many contests of the Britons with the Romans. In some of the contests the Britons carried off the victory. But they were not able to stand (§11) against the weight and strength of the Roman legions. The bodies of the Britons were big and strong, and the Romans were men of small bodies.³ But Caesar's legions were skilled (§15) in⁴ war. Accordingly they mostly (§13) carried off the victory without many wounds.

(B.) Before the time of C. Julius Caesar Roman vessels had never (§25) sailed to our island, unless (§25) for the sake of commerce (§19). After the time of C. Julius Caesar another (§24) Caesar, named Claudius, got together (§28) an expedition against Britain. In the times⁵ of Nero⁶ Agricola defeated (§24) the Britons and Caledonians. C. Julius Caesar was the first but not the chief (§12) of the conquerors of Britain.

¹ Use *commemoro*, 'I mention,' from which comes the Adjective *commemoratus*, *a, um* 'mentioned' (§14).

² The Neuter of *tres* (§27) is *tria*.

³ For 'men' use *homo*; and for 'of small bodies' say 'with small bodies,' as in the last line of §30 of the story.

⁴ What Case does the Adjective meaning 'skilled' take in Latin? See *Preparations* §15 (p. 73).

⁵ No Preposition in Latin; for 'in the times' denotes *time when*; cf. p. 69.

⁶ *Nerō* (stem *Nerōn-*) was one of the early Caesars or Emperors of Rome, belonging to the Julian family.

§32. (*3rd Declension.—Feminines and Masculines in -is, like 'navis'.*)

(A.) Caesar's fleet was large. For there were not only ships of burden but also ships of-war in the fleet. How-many¹ ships sailed with Caesar on the second expedition? The whole (§16) number of the ships was eight hundred. Six-hundred of (use *ex*) the ships were ships of-burden. The Romans sometimes used to-name² ships of-burden 'vessels.' 'Vessel' is a noun (say *name*) of the second declension (use *declinatio*), but 'ship' is a noun of the third (§23) declension.

(B.) When the enemy³ saw Caesar's great fleet, they feared (§2). But the size of Caesar's ships was small. In the ships of-burden were the soldiers and the horses and the arms. Why did Caesar sail with ships of-war against the British enemy?³ The Britons had built no ships. But Caesar perhaps (§25) did-not-know (§31) this.⁴ He had prepared his second expedition in⁵ the winter of the year 55 B.C. He sailed in⁵ the summer (§29) of the next (§28) year. In ancient times Rome ruled⁶ the waves.

§33. (*Same Nouns continued.*)

In a Roman ship of-burden not more⁷ than two-hundred (§32) men were able to sail. A ship of-burden was not so large as a ship of-war. How-many men were able to sail in Caesar's fleet?

¹ See Ex. §28, Note 3 (p. 128), and Latin Drill, §13.

² See Ex. §27 A, Note 3 (p. 127).

³ Use the Plural (enemies).

⁴ Use *hoc*; see *Preparations* §15 (p. 73).

⁵ No Preposition in Latin; for 'in the winter' and 'in the summer' denote *time when*, like 'in the second century' (*Prep.* §10), 'last year' (§16), etc.

⁶ Say *was mistress of*.

⁷ The Singular Number of the word meaning 'more' (*Prep.* §33) is good Latin here; but the Verb 'were-able' must be Plural, as in the English.

On a Roman ship of-war there were sometimes high turrets, as (§ 18) on ships of-the-present-day (§ 18). From the high turrets the soldiers used to drive-off (§ 25) the enemy with spears (§ 18). An ancient ship of-war had sails and oars. An ancient ship of-war was not armed with iron plates. An ancient ship of-war was not so large as a ship of-war of-the-present-day.

§ 34. (*3rd Declension.—Feminines and Masculines whose stems end in two consonants.*)

(A.) Cassivellaunus was king of a small part of South Britain. What¹ was the name of the race? In ancient times² there were many races and many kings in Britain. Many³ of the races were barbarous. But the races of the Southern (use *meridianus, a, um*) parts were not barbarous. Before the times of Caesar Cassivellaunus had fought against the other (§ 19) races of South Britain. The name of the king of the Trinobantes was Imanuentius.

(B.) The boundaries of many British races are not known (§ 16) to us. The names of the British kings are mostly (§ 13) not mentioned (§ 14) in the book of Caesar. Britain was not a part of the Roman empire⁴ after the victory of Caesar. After the time of Claudius, the fourth (§ 29) Caesar,⁵ Britain was under the command⁴ of the Caesars. The name of the family (use *gens*) of C. Julius Caesar was the Julian family. The Romans used-to-name the Caesars "Princes" and "Generals."

¹ See Ex. § 30, note 5 (p. 129).

² See Ex. § 31, note 5 (p. 130).

³ What Gender? 'Many of the races' means 'many *races* of the races.' For 'of' use *ex*.

⁴ Use *imperium*.

⁵ In what case must 'the fourth Caesar' be? Think of the meaning (*after the time of the fourth Caesar*).

§ 35. (*Same Nouns continued.*)

(A.) Some¹ of the Southern or maritime races of Britain were Belgians (§ 15). But the Belgae were of German origin, as Caesar tells us in the 'Gallic War.' The chapter is the fourth of the second book. Therefore there were people² of German origin in Britain in the first and second century B.C. The inhabitants of modern Britain (say of *Britain of the present-day*) are mostly of German origin. But they migrated across the German ocean into Britain in the fourth and the fifth century after the birth of Christ.

(B.) Many modern cities are named from (use *ex*) the Belgian (§ 11) races of Kent. The names of the cities are Belgian. But the Belgians of Britain used not to build cities, if the testimony (§ 17) of Caesar is true. Winchester (§ 15) is the name of an ancient city of South Britain. The inhabitants of cities are not barbarous. Caesar tells us about British 'towns.' The British 'towns' were different from (§ 19) cities.

 § 36. (*3rd Declension.—Neuters in -e, like 'mare.'*)

The British sea separates (§ 34) Britain from Gaul. A part of the British sea is named the 'Gallic channel.' Some of the Gauls used to sail across the British sea to Britain for the sake of commerce. London is not many miles distant from the sea. The Britons did not fight against Caesar on the sea, because they had never (§ 25) built ships. British sailors now sail across many seas. On many seas and in many lands (§ 4) you see the British flag (§ 11).

¹ What Gender? 'Some of the races' means 'some *races* of the races. For 'of' use *ex*.

² Say *men*, and use *homo* (*Prep.* § 30). *Homo* means 'human being' and includes women; *vir* does not include women. The Plural of *homo* is the only word that can be used for 'people' in the sense of 'persons'; for *populus* means 'a people' in the sense of 'a nation' or 'a tribe,' and the Plural *populi* means 'nations' or 'tribes.'

§ 37. (*Recapitulation of Nouns of 3rd Declension.*)

The British soldiers used-to-fight from (*out-of*) chariots. Caesar had not only foot-soldiers but also horse-soldiers (§ 29). But the mobility of the Roman soldiers was not great. Accordingly the enemy often used-to-throw-into-confusion the ranks of the Romans. In modern times¹ horse-soldiers sometimes carry (§ 6) the arms (§ 30) of foot-soldiers. Thus they are able to leap² down-from (§ 14) their horses and to fight on-foot. The Boers³ of South Africa have horse-soldiers of-this-kind.

§ 38. (*Recapitulation of Nouns of 3rd Declension continued.*)

The boundaries (§ 34) of the Cassi were across (§ 35) the river Thames. The British leader (§ 29) used not to fight against the Romans in proper (§ 37) battles. He used to dash suddenly out-of the woods and attack the Roman legions. Then he used to recall (§ 31) his horse-soldiers and his chariots. The British leader had many thousands (§ 36) of charioteers. Accordingly he sometimes used-to-carry-off the victory. There-were ten cohorts in a Roman legion, and about (§ 36) five-hundred (§ 36) men in a cohort. Accordingly there-were about five (§ 26) thousand men (*say five thousands of men*) in a legion.

§ 39. (*Recapitulation of Nouns of 3rd Declension continued.*)

Caesar hastened to the banks of the river Thames.⁴ Where was the 'town' of Cassivellaunus? Caesar does not name the town. The town was not a city. It was not strengthened (§ 30) with walls. It was not London. But it was not far from London.

¹ See Ex. § 31, Note 5 (p. 130).

² Say *give themselves*, as in § 25 of the story.

³ *Batavi* (=Dutch).

⁴ In what Case must 'Thames' be? Think of the meaning.

Perhaps¹ it was St. Albans,² as some learned men have affirmed. Caesar tells about the town of Cassivellaunus in the fifth book of the Gallic War

§ 40. (*Recapitulation of Nouns of 3rd Declension continued.*)

Caesar's camp was³ in Kent. There is also a place in South Africa named⁴ Caesar's Camp. The tribes of Kent fought bravely for (*on-behalf-of*) their native-land (§4), but the Trinobantes were friends of the Romans and enemies of the Cassi. Accordingly the unhappy Britons fought in-vain. At-length (§25) many states begged peace from (*a*) Caesar. The conditions of peace were hard (say *rough*, §13). After the peace Caesar sold⁵ a great multitude of British captives (§19). Thus many British men and women (§20) and children were slaves (§19) of the Romans in the first century before the birth of Christ.

§ 41. (*Nouns of 3rd Declension continued.*)⁶

Thus (§16) Caesar carried-off the victory and imposed a tribute upon⁷ the inhabitants of South Britain. The Romans carried-off the victory because (§15) they were skilled (§15) in war. The tenth legion was with Caesar in Britain. Caesar loved the tenth legion. In the first expedition, while the Romans hesitated (§25) to fight,

¹ For 'perhaps' see *Preparations* § 25.

² *Verulamium*.

³ Remember that the Verb must agree with its Subject (*castra*).

⁴ Remember that the Adjective must agree with its Noun. Which is the Noun to which the Adjective 'named' belongs?

⁵ *Venum-do*, 'I sell,' is a compound of *do*, 'I give,' meaning literally 'I offer for sale,' and forms its Perfect like *do*.

⁶ The Adjectives of the 3rd Declension are deferred till § 42.

⁷ Imitate the construction given in § 40 of the story.

the eagle-bearer of the tenth legion leaped¹ into the waves and carried (§6) the Roman eagle (§25) to the land (§4). Accordingly the Romans defeated (§24) the Britons on-account-of (§33) the pluck of the eagle-bearer. The Roman eagles were made-of-silver (§9) and served as² flags.

§42. (*Adjectives of the 3rd Declension.*)

(A.) The ancient Britons were brave men. They fought with³ admirable pluck. The bodies of the ancient Britons were big and strong. The Romans were not so (§33) big as the Britons; but by means of the science of war they were able to carry-off the victory from the Britons. Caesar was a distinguished general. He had defeated the brave tribes of Belgic Gaul in a short time. Victory was sweet to Caesar.

(B.) Not all⁴ the British states (§40) had fought against Caesar. There had never (§25) been an alliance (§34) of all the tribes of Britain against an enemy. It⁵ is wonderful that (§41) the Britons were-able to fight so (§41) successfully against the conquerors of so-many (§40) seas and lands. The name of Caesar was distinguished through (§26) the whole (§16) world (§41). The soldiers of the tenth legion were veterans. It⁵ is sweet to fight and, if it is necessary (§24), to die⁶ for (§40) one's⁷ native-land.

¹ See Ex. §37, note 2 (p. 134).

² Say *were instead-of*; cf. §33 of the story ("the skins served as sails.")

³ See Ex. §20, note 1 (p. 121, on the Ablative without a Preposition).

⁴ Adjectives meaning 'all,' unlike other Adjectives, generally come *before* their Nouns in Latin.

⁵ No separate word for 'it'; but the Adjective after 'is' must be in the Neuter Gender, as in §41 of the story.

⁶ Say 'to expire,' *expirare*.

⁷ Omit the word 'one's' in translating.

§43. (*Adjectives of 3rd Declension continued.*)

The tribes of Belgic Gaul also were warlike.¹ Caesar had slaughtered (§20) a huge number of the brave Nervii, fighting² against the Romans. The British auxiliaries had been useful to³ the Veneti. Accordingly Caesar waged-war against the "arrogant Britons." And he carried off a huge number of British slaves and captives.

"The time is short," says my uncle; "it is necessary (§24) to hasten homewards. It⁴ has been pleasant to you, as I hope, to see a British ship of-war and to walk to the place where Caesar fought with the Britons." We all⁵ approved-of (§41) the opinion of my uncle.

GOD SAVE THE KING.

¹ Use *ferox*, which as the name of a ship in the Channel squadron is translated 'the Furious' in §42 of the story. All the names of ships given there can be used as Adjectives, but must then not be spelled with capital letters.

² 'Fighting' is an Adjective describing the Nervii. In what Case must it, then, be?

³ 'Useful to' is like 'dear to' (*Preparations* §15).

⁴ See Ex. §42, note 5 (p. 136).

⁵ Say 'all we-approved.'

APPENDICES.¹

I.—ON ADJECTIVES IN *-NDUS*, *A*, *UM* AND NOUNS IN *-NDUM*.

The Adjectives in *-ndus*, *a*, *um* differ from other Adjectives only in the following respects :—

(1) They are all formed from the stems of Verbs. In English, too, we have many Adjectives formed from Verbs, and some of them are similar in meaning to the Latin Adjectives in *-ndus*, *a*, *um*; for instance 'laud-able' (from 'I laud,' Lat. *laudo*), 'lov-able' (in the sense 'worthy to be loved,') 'eat-able' (in the sense 'fit to be eaten.')

(2) They cannot always be translated by Adjectives in English, because English generally has no Adjective with exactly the same meaning; so they have often to be translated by a phrase like 'to-be-loved,' 'to-be-read,' 'to-be-eaten.' Sometimes it is convenient to translate them in other ways.

The following sentences, taken from the story, should be carefully examined.

Audacia aquiliferi erat laudanda, 'the courage of the eagle-bearer

¹ These Appendices are not intended to be used by the pupil except as a summary and fuller explanation of some of the constructions which have been met with in the text. But they are written with a view to the needs of beginners, and are thrown into a form which the writer has found to be capable of appealing to the minds even of young pupils, if brought before them gradually and on seasonable occasions.

was laud-able or praise-worthy' (§25). Here the Adjective *laudanda* (feminine of *laudandus*, to agree with *audacia*) is formed from the Verb *laudo*, 'I praise,' and it has the same meaning as the English Adjective formed with '-able' or '-worthy;' but we may also translate it by 'worthy-to-be praised,' or simply 'to-be-praised.' This Adjective, like other Adjectives, may be used without the Verb 'to be,' and in any Case; thus we get

NOM. *audacia laudanda*, 'laudable courage'

ACC. *audaciam laudandam*, 'laudable courage'

GEN. *audaciae laudandae*, 'of laudable courage,' etc.

Hence such a phrase may be made to depend on a Preposition, as shown in the next sentence.

Locus erat idoneus ad navigia applicanda, 'there was a place suitable for vessels to-be-brought-to-land' (24). Here the phrase *navigia applicanda*, 'vessels to-be-brought-to-land' depends on *ad* in the sense of 'for.' Compare in English such common sentences as 'Ring the bell for the dinner to be got ready.' (Latin *ad cenam parandam*.)

The Nouns in *-ndum* differ from other Nouns only in the following respects:—

(1) They are all formed from the stems of Verbs, just as in English we may form a Noun out of any Verb by adding '-ing.' Thus where in English we speak of 'row-ing,' 'walk-ing,' 'visit-ing,' etc., the Romans used the Nouns *remigandum*, *ambulandum*, *visitandum*, etc.

(2) They are like Verbs in so far as they take the same constructions as the Verbs from which they are formed. So, too, do the English Nouns formed from Verbs; thus we speak of 'rowing quickly,' 'walking slowly' (with Adverbs, though sometimes also with Adjectives), and 'visiting a friend,' 'exploring a country' (with Objects depending on the Nouns in '-ing').

Labor remigandi magnus erat, 'the labour of rowing was great' (§29). Here *remigandi* is the Genitive Case of the Noun *remigandum* formed from *remigo*, 'I row.'

Paratine estis ad ambulandum? 'are you ready for walking?' (§23). Here *ambulandum* is the Accusative Case of the Noun formed from *ambulo*, 'I walk,' and depends on *ad* meaning 'for.'

Cupidus erat visitandi et explorandi insulam nostram, 'he was desirous of visiting and exploring our island' (§28). Here the Genitives of the Nouns *visitandum* and *explorandum* take an Object in the Accusative.

The following sentences, taken from the story, contain further examples of the above constructions (Adjectives and Nouns).

Virtus militum erat magnopere laudanda (§29). Here the Adjective is qualified by an Adverb (as other Adjectives may be).

Navigia novis armis ornanda erant (§31).

Locus idoneus est ad copias explicandas (§25).

Naves onerariae aptae erant ad onera transportanda (§32).¹

Romani Britannos scientia pugnandi superabant (§30).

[No example occurs in the story of the Noun in *-ndum* with *est* denoting 'must' or 'ought.' This is a special use and sense, which is best deferred for subsequent study.]

¹ Such sentences may also be translated by an entirely different form of speech in English ('for *deploying* forces.') Here 'deploying' is a *Noun* formed from the Verb 'deploy.' But this translation leads to confusion with the use of the Latin Noun in *-ndum*, and should therefore be avoided so far as possible by beginners.

II.—HOW TO TRANSLATE ENGLISH PREPOSITIONS INTO LATIN.

Where English has a Preposition Latin generally has one also. Most of these Latin Prepositions take the Accusative Case, but some of them (especially *ab* or *a*, *cum*, *de*, *ex*, *in* when it means 'in' or 'on,' *pro*, *sub* when it means 'under,' and *sine*) take the Ablative: it should be noted that no Latin Prepositions take the Dative or the Genitive. But it has been seen that 'of' is generally expressed by the Genitive alone, and 'to' very often by the Dative alone; also that 'from,' 'at,' 'in,' 'with,' 'by,' and 'by means of' are sometimes expressed by the Ablative alone. The following rules, based upon examples which have occurred in this book, will give some guidance as to when the above Prepositions are to be translated by Prepositions in Latin and when by a Case without any Preposition; but the rules are only an outline, to be filled up by future reading, and they deal only with the most important usages.

OF is generally translated by the Genitive, as in 'the door of the country-house,' *ianua villae* (§1), 'the courage of sailors,' *audacia nautarum* (§2), 'traces of the Romans,' *vestigia Romanorum* (§9), 'a task of great labour,' *opus magni laboris* (= 'very laborious,' §31), 'an abundance of plants,' *copia plantarum* (§3), 'a great number of coins,' *magnus numerus nummorum* (§9).¹

But (i.) in such phrases as 'some of,' 'many of,' the 'of' may be translated by *ex* with the Ablative; thus 'some of the vessels' may be translated *nonnulla ex navigiis* (§11), 'many of the tribes,' *multi ex populis* (§18).

(ii.) when the phrase 'of —' describes a quality of the person or thing spoken of, it is sometimes translated by the Ablative without a Preposition; thus 'men of robust body' is *homines robusto corpore* (§30): cf. §43, note on p. 99.

¹ It may be noted that the 'of' in many of these examples does not denote possession.

TO is generally translated by *ad* with the Accusative (or sometimes by *in* with the Accusative, §11) when it comes after a verb of 'going' or any verb that denotes motion, such as 'bring' or 'carry' or 'send:' thus 'I walk to the wood' is *ad silvam ambulo* (§5). But it is sometimes translated by the Accusative without a Preposition, sometimes by the Dative; viz. :—

By the Accusative without a Preposition when it comes before the name of a Town: thus 'he brought his vessels to Dover' is *navigia Dubras applicavit* (§24), 'I walked to London' is *Londinium ambulavi*.

By the Dative in the following cases:

- (i) when it comes after a verb of 'giving'; thus 'it gives delight to Lydia,' is *Lydiae laetitiam dat* (§5), 'they had supplied auxiliaries to the Gauls' is *Gallis auxilia subministraverant* (§27).
- (ii) when it comes after the verb 'to be' in the phrase 'there is to someone' = 'someone has'; thus 'my uncle has coins' is *patruo meo nummi sunt* (§9).
- (iii) when it comes after Adjectives which can take 'to' in English, like 'dear,' 'pleasant,' 'useful'; thus 'he is dear to us' is *nobis carus est* (§15).

FROM is generally translated by *ab* or *ex* with the Ablative; but by the Ablative alone—

- (i) when it comes after certain Verbs and Adjectives with the sense of 'free'; thus 'he is free from military service' is *militia vacat* (§6), 'free from lessons' is *liber scholis* (§12).
- (ii) when it comes before the name of a Town and after a Verb of 'going' or any Verb that denotes motion; thus 'they will arrive from Dover' is *Dubris adventabunt* (§22).

IN or *AT*¹ is generally translated by *in* with the Ablative; but by the Ablative alone—

- (i) when it comes before a Noun denoting time, such as 'day,' 'month,' 'year,' 'century,' 'hour'; thus 'in the second century' is *secundo saeculo* (§10), 'in the next year' is *proximo anno* (§28), 'at what o'clock?' is *quota hora?* (§21).
- (ii) when it comes before a Noun denoting price or value': thus 'at a great price' is *magno pretio* (§9).

WITH is translated by *cum* with the Ablative when it means 'together with' or 'in company with' (as in 'I walk with my aunt,' *cum amita mea ambulo*, §3, or 'fighting with the Romans,' *cum Romanis pugnantes*, §43)²; but by the Ablative alone in other senses; viz:—

- (i) when 'with' means 'by means of;,' thus 'they used to fight with spears and arrows' is *hastis et sagittis pugnabant* (§18): here 'spears and arrows' are the *instruments* with which they fought. Similarly when 'with' comes after Adjectives meaning 'filled'; thus 'filled with victims' is *plenus victimis* (§20)³, 'crowded with children' is *creber pueris et puellis* (§15).
- (ii) when the phrase 'with ——,' answers the question 'how?'; thus 'they used to fight with great courage' is *magna audacia pugnabant*. Here 'with great courage' describes the *manner* in which they fought.

¹ When 'at' comes before the name of a Town, it is translated by the Locative without a Preposition; but no example of this Case occurs in this book. The Locative, however, is the same in form as the Ablative, except in the 1st and 2nd Declension, Singular Number.

² Sometimes *una* 'together' is added, as in 'together with a multitude of Gallic auxiliaries, *una cum multitudine auxiliorum Gallicorum* (§28).

³ But just as in English we may say not only 'filled *with*' but also 'full *of*,' so in Latin *plenus* may take the Genitive; thus 'full of joys' is *plenus gaudiorum* (§13).

- (iii) when the phrase 'with ——' answers the question 'why?' thus 'the climate was hideous with rains' is *caelum pluviis foedum erat* (§17). Here 'with rains' means 'because of rains.'
- (iv) when the phrase 'with ——' describes a *quality* of the person or thing spoken of; thus 'a man with a robust body' is *homo robusto corpore* (§30), 'a boy with blue eyes' is *puer oculis caeruleis*.

BY MEANS OF is sometimes translated by *per* ('through') with the Accusative, but generally by the Ablative without a Preposition: thus 'they used to fasten their ships by means of iron chains' is *naves catenis ferreis deligabant* (§33), 'he hastened to the Thames by means of uninterrupted marches' is *continuis itineribus ad Tamesam properavit* (§38).

BY is sometimes translated by *ab* or *a* with the Ablative, but generally by the Ablative without a Preposition: thus 'by reason (=for the sake) of commerce' is *mercaturae causa* (§19), cf. *animi causa* (§20); 'by land and by sea' is *terra marique* (§43).

III.—GENERAL RULES OF ORDER.

RULE 1.—Anything that goes with a Noun is generally put *after* that Noun in Latin; thus '*villa bella*,' '*villa amitae meae*.' Except Adjectives meaning 'all,' 'some,' 'many,' 'few.'

RULE 2.—Anything that goes with a Verb or an Adjective or an Adverb is generally put *before* that Verb, Adjective or Adverb in Latin; thus '*saepe* specto,' '*non* specto,' '*scapham* specto,' '*in scapha* navigo'; '*non* magnus'; '*non* saepe.'

ALPHABETICAL VOCABULARY.

The words printed in black type are *essential words* which need to be learned by heart, as occurring most often in the text and for the sake of their importance.

Words of the third declension have the stem inserted in brackets, except where it is the same as the Nom. Sing. (e.g. arbor). To words like *navis* the Gen. Plur. is given. Genders are given where irregular according to the rules on p. 75 and p. 129 (m. = masculine, f. = feminine, n. = neuter).

The figures 1, 2, 3 denote the declension or conjugation.

A.

ab or ā (with Abl.), *from*; ab occidente parte (§ 35), *off the West side, on the West*

ab-sum, ab-esse, ā-fui, *I am distant, I am absent*

abundō, 1, *I abound* (Abl. = *in*)

accommodātus, a, um, *suited* [accommodated]

accūsō, 1, *I accuse*

acūtus, a, um, *sharp* [acute]

ad (with Acc.), *to*; sometimes *for* or *at or near* (see §§ 15, 23, 24)

adhūc, *hitherto*

admirābilis, 3, adj., *admirable*

ad-sum, ad-esse, ad-fui, *I am present*

adulescentulus, 2, *young man*

adventō, 1, *I arrive*

adversus, a, um, *adverse*

aedificium, 2, *building* [edifice]

aedificō, 1, *I build*

āēr (āēr-), 3, m., *air*

aēneus, a, um, *made of copper*

aes (aer-), 3, n., *copper or brass*

aestās (aestāt-), 3, *summer*

aetās (-tāt-), 3, *age*

affirmō, 1, *I affirm, state*

afflictō, 1, *I wreck* [afflict]

agellus, 2, *farm, estate*

ager, agr-um, -i, -ō, 2, *field*

agger, 3, *mound*

agricola, 1, *farmer*

albus, a, um, *white*

Alexander, Alexandr-um, -i, -ō, 2, *Alexander*

aliquandō, *some day*

aliquantum, *a considerable amount*

alius, alia, aliud, *other* (Gen. and

Dat. Sing. irregular)

alter, altera, alterum, *another, a second* (Gen. and Dat. Sing. irregular)

altus, a, um, *high, lofty* [alti-tude]

amāhō tē, *please*

ambulātiō (-iōn-), 3, *walk*

ambulō, 1, *I walk*

amicitia, 1, *friendship*

amicus, 2, *friend*

amita, 1, *aunt*

amō, 1, *I love, like*

amphitheatrum, 2, *amphitheatre*

an, or (in a question)

ancilla, 1, *maid-servant*

ancora, 1, *anchor*

Anderida silva, *the Andredsweald*

Anglicus, a, um, *English*

angulus, 2, *angle, corner*

animus, 2, *mind*: animus ingratus, *ingratitude*

annus, 2, *year* [annual]

ante (with Acc.), *before*

anteā (Adverb), *before*

antiquus, a, um, *ancient*

Antōnius, 2, *Antony*

anxius, a, um, *anxious*

aper, apr-um, -i, -ō, 2, *wild soar*

apertus, a, um, *open*
 applicō, 1, *I bring to land* [apply]
 appropinquō, 1, *I approach*
 aptus, a, um, *fitted* [apt]
 apud (with Acc.), *in the house of*,
 French *chez*
 aqua, *water*, 1 [aquarium]
 aquila, 1, *eagle*
 aquilifer, 2, *eagle-bearer*
 āra, 1, *altar*
 arbor, 3, f., *tree*
 ārea, 1, *open space* [area]
 arēna, 1, *sand*
 argenteus, a, um, *made of silver*
 argentum, 2, *silver* [French 'argent']
 ariēs (ariet-), 3, m., *ram*
 arithmētica, 1, *arithmetic*

arma, neut. plur., 2, *arms, fittings*
 armātus, a, um, *armed*
 armentum, 2, *herd*
 arō, 1, *I plough*
 arrogans (arrogant-), 3, adj., *arrogant*
 asper, aspera, asperum, *rough*
 āter, ātra, ātrum, *dark*
 atque, *and also, and*
 audācia, 1, *courage, audacity*
 aureus, a, um, *golden*
 auscultō, 1, *I listen*
 autem, *however*
 auxilium, 2, *help, aid*
 auxilia (plur.), *auxiliaries*
 avāritia, 1, *avarice*

B.

bāca, 1, *berry*
 barbarus, a, um, *barbarous*
 basilica, 1, *basilica, church*
 beātus, a, um, *happy*
 Belgae, 1, pl., *Belgians*, a tribe in
 the North of Gaul and also in
 South Britain (Hampshire)
 Belgicus, a, um, *Belgian*
 Belgium, 2, *Belgium*
 bellicōsus, a, um, *warlike*

bellō, 1, *I wage war*
 bellum, 2, *war*
 bellus, a, um, *beautiful, jolly, pretty*
 [French *bel, belle*]
 bene, *well*; bene ambulā, § 23
 hōs (bov-), 3, m. or f., *ox*
 brevis, 3, adj., *brief, short*
 Britannicus, a, um, *British*
 Britannus, 2, *Briton*

C.

C. = Gāius (Gāium, Gāi, Gāio)
 cachinnō, 1, *I laugh*
 caelum, 2, *sky, climate*
 caeruleus, a, um, *blue*
 Caesar, 3, *Caesar*
 Calēdonia, 1, *Scotland*
 Calēdonius, 2, *Caledonium*
 calor (calōr-), 3, *heat*
 Cambria, 1, *Wales*
 campus, 2, *plain*
 Canium, 2, *Kent*
 cantō, 1, *I sing*
 capillus, 2, *hair*
 captivus, 2, *captive*
 captō, 1, *I catch*

caput (capit-), 3, n., *head, chapter*
 carina, 1, *keel*
 cārus, a, um, *dear*
 casa, 1, *cottage*
 Cassī, 2, a tribe in Hertfordshire
 Cassivellaunus, 2, King of the Cassi
 in Hertfordshire
 castanea, 1, *chestnut-tree*
 castellum, 2, *fort* [castle]
 castra, neut. pl., 2, *camp*
 catēna, 1, *chain*
 catulus, 2, *dog*
 causa, 1, *cause, reason*: causā, *by reason, for the sake*
 celeriter, *quickly*

Celta, 1, *Celt*
 cēna, 1, *supper, late dinner*
 cēnō, 1, *I sup, dine*
 certāmen (-min-), 3, *contest*
 certē, *at any rate*
 cervus, 2, *stag*
 cēteri, ae, a, *the others, the rest*
 cētera (n.) = Eng. 'etcetera'
 Christus, 2, *Christ*
 Christiānus, a, um, *Christian*
 cibus, 2, *food*
 circiter, *about*
 circum (Preposition with Acc. ; or Adverb), *around*
 circum-dō, -dare, -dedī, *I surround*
 cīvitās (-tāt-), 3, *state [city]*
 clādēs, 3, *disaster*
 clārus, a, um, *bright or famous*
 classiārii, 2, *seamen, men of the fleet*
 classis (Gen. Pl. classium), 3, *fleet*
 clivus, 2, *hill, down*
 cohors (cohort-), 3, *cohort*
 collis (Gen. Pl. collium), 3, m., *hill*
 colloco, 1, *I place [locate]*
 colōnia, 1, *colony*
 colorātus, a, um, *sun-burnt*
 [coloured]
 colōrō, 1, *I colour*
 columba, 1, *dove, pigeon*
 commemorō, 1, *I mention [commemorate]*
 commentārii, 2 pl., *notes, commentaries*
 comparō, 1, *I get together, prepare*
 comprobō, 1, *I approve*
 concursiō (-iōn-), 3, *engagement*
 [ex-cursion]
 condiciō (-iōn-), 3, *condition*
 condiscipulus, 2, *school-fellow*
 confirmō, 1, *I establish [confirm]*

confusus, a, um, *confused*
 congregō, 1, *I gather together*
 [congregation]
 consecrātus, a, um, *consecrated*
 consōbrina, 1, *cousin* (§ 5)
 consociō, 1, *I ally*
 constantia, 1, *constancy, firmness*
 con-stō, -stāre, -stiti, *I consist* [con-
 together, stō, *I stand*] : constat
 (3rd person) = *is known*
 consultō, *on purpose* [by consulta-
 tion]
 continuus, a, um, *continued, un-
 interrupted*
 contrā (with Acc.), *against*
 cōpia, 1, *abundance*
 cōpiam dō, *I give opportunity*
 cōpia (plur.), *forces*
 corium, 2, *skin*
 corpus (corpor-), 3, *body* [corpor-al]
 corvus, 2, *crow*
 crēber, crēbra, crēbrum, *crowded*
 (Abl. = *with*), *frequent*
 cremō, 1, *I burn* [cremation]
 creō, 1, *I create*
 cruciō, 1, *I torture* [ex-cruciating]
 crustulum, 2, *cake*
 culpō, 1, *I blame*
 cultūra, 1, *tillage, cultivation, cul-
 ture*
 cum (with Abl.), *together with*
 with
 cum, *when*
 cupidē, *eagerly*
 cupidus, a, um, *desirous, eager*
 cūr, *why*
 cūra, 1, *care*
 cūrō, 1, *I care for, attend to, pro-
 vide* (§ 22)
 custōs (custōd-), 3, *guard, guardian*

D.

dē (with Abl.), *about, down from*
 debellō, 1, *I defeat*
 decimus, a, um, *tenth*
 declinō, *I turn aside* [decline]
 defectiō (-iōn-), 3, *defection*

dēfensor (dēfensōr-), 3, *defender*
 dēlectāmentum, 2, *delight, amuse-
 ment*
 dēlectō, 1, *I delight*
 dēliberō, 1, *I deliberate*

dēligō, 1, *I fasten*
 ad ancoram dēligō, *I anchor*
 dēmonstrō, 1, *I point out*
 dēnegō, 1, *I say no [deny]*
 densus, a, um, *dense, thick*
 dēplorō, 1, *I deplore, lament*
 dērivatus, a, um, *derived*
 dē-sum, dē-esse, dē-fui, *I am wanting*
 deus, 2, *god*
 dexter, dextra, dextrum, *right*
 dextra, 1, *right hand*
 dicō, dicere, dixi, 3, *I say*
 digitus, 2, *finger [digit]*
 discipulus, 2, *pupil [disciple]*
 discordia, 1, *quarrel, discord*
 disputō, 1, *I dispute*
 di-stō, 1, *I am distant*
 diū, long, *for a long time*
 diurnus, a, um, *of the day*
 diversus, a, um, *diverse, different (ā, from)*

dō, dare, dedi, *I give, set, put (in fugam, to flight)*
 doctus, a, um, *learned [doctor]*
 domesticus, a, um, *internal [domestic]*
 domina, 1, *mistress [dame]*
 domus (irregular, *f*), *house, home*
 domi, *at home*
 domum, *homewards (home)*
 Druidae, 1, pl., *Druids*
 dubitō, 1, *I hesitate, doubt*
 Dubrae, 1, pl., *Dover*
 ducenti, ae, a, *two hundred*
 dulcis, 3, adj., *sweet, pleasant*
 dum, *while*
 duo, duae, duo, *two*
 duodecimus, a, um, *twelfth*
 duodēsexagēsīmus, a, um, *55th*
 dux (duc-), 3, *leader, general*

E.

ecce, *behold*
 ego, *I*
 egregiē, *excellently*
 eques (equit-), 3, *horse-soldier*
 equitō, 1, *I ride*
 equus, 2, *horse*
 errō, 1, *I err*
 esca, 1, *food, eating*
 esse, *to be*
 essedarius, 2, *charioteer*
 essedum, 2, *chariot*
 et, *and*:
 et . . . et, *both . . . and*
 etiam, *also, even*
 eugē, *bravo!* (*ē* in Plautus)

ex (with Abl.), *out of, from*
 excavō, 1, *I excavate*
 exclāmō, 1, *I exclaim*
 existimō, 1, *I consider [estimate]*
 expeditiō (-iōn-), 3, *expedition*
 explicō, 1, *I deploy, arrange*
 explorō, 1, *I explore*
 exportō, 1, *I export, carry out*
 expugnō, 1, *I storm, take by storm*
 expectātiō (-iōn-), 3, *expectation*
 expectō, 1, *I expect, await*
 ex-stō, -stāre, -stiti, *I exist, remain, am extant* (§ 39=*stand out*)

F.

fabricō, 1, *I manufacture [fabricate]*
 fabula, 1, *play, drama [fable]*
 facinus (facinor-), 3, *deed, achievement*
 fagus, 2, *f., beech*

fānum, 2, *shrine*
 fatigātus, a, um, *tired [fatigued]*
 fēmina, 1, *woman [hence 'feminine']*

fenestra, 1, *window*
 fera, 1, *wild beast*
 ferē, *almost, about*
 ferie, 1 pl., *holidays*
 ferina, 1, *flesh of wild animals, game*
 ferox (ferōc-), 3, adj., *warlike*
 ferrātus, a, um, *fitted with iron*
 ferreus, a, um, *made of iron*
 ferus, a, um, *savage*
 festinō, 1, *I hurry*
 fidus, a, um, *faithful*
 filia, 1, *daughter*
 filius, 2 (Voc. fili), *son*
 finis, 3, *end*; Plur. fines, m.,
 (Gen. finium), *boundaries*
 firmitūdō (-tūdin-), 3, *firmness*
 firmō, 1, *I strengthen* [make firm]
 flavus, a, um, *yellow*
 flūmen (-min-), 3, *river*
 fluuius, 2, *river*
 focus, 2, *hearth*

foedus, a, um, *hideous*
 forma, 1, *form, shape*
 formidō, 1, *I fear*
 fortasse, *perhaps*
 fortis, 3, adj., *brave, strong*
 fortiter, *bravely*
 fortuna, 1, *fortune, fate*
 Francogallicus, a, um, *French*
 frēnum, 2, *bridle*
 fretum, 2, *channel, arm of the sea*
 frūgifer, frūgifera, frūgiferum, *fruit-
ful* [fruit-bearing]
 frumentum, 2, *corn*
 frustrā, *in vain*
 fuga, 1, *flight*
 fugō, 1, *I put to flight, rout*
 fūgātus, a, um, *routed*
 fundāmentum, 2, *foundation*
 finis (Gen. Plur. finium), 3, m.,
rope

G.

Gallia, 1, *Gaul*
 Gallicus, a, um, *Gallic*: fretum
 Gallicum, *the English channel*
 gallina, 1, *hen*
 Gallus, 2, *a Gaul, an inhabitant of
Gaul*
 gallus, 2, *cock*
 gaudium, 2, *joy, delight*
 gemma, 1, *gem, precious stone*
 generōsus, a, um, *nobly born*
 gens (gent-), 3, *race* [gentile]

genus (gener-), 3, *kind* [gener-al]
 Germānicus, a, um, *German* (adj.)
 Germānus, 2, *German* (noun)
 glōria, 1, *glory, fame*
 Graecia, 1, *Greece*
 Graecus, a, um, *Greek*
 grāmineus, a, um, *grassy*
 grandis, 3, adj., *big* [grand]
 grātus, a, um, *pleasing*
 gubernō, 1, *I steer, guide* [govern]
 gustō, 1, *I taste*

H.

habitō, 1, *I dwell*; with Acc., *I
inhabit*
 hasta, 1, *spear*
 herba, 1, *grass, herb*
 Hibernia, 1, *Ireland*
 Hibernicus, a, um, *Irish*
 hīc, *here, at this point*
 hiems (hiem-), 3, *winter*
 Hispania, 1, *Spain*
 historicus, a, um, *historical*
 hodiē, *today, at the present day,
nowadays*

hodiernus, a, um, *of the present day*
 homō (homin-), 3, *man*
 hōra, 1, *hour*
 hortus, 2, *garden*
 hostis (Gen. Plur. hostium), 3,
enemy
 hūiusmodī, *of this kind*
 hūmānus, a, um, *human, civilized*
 humō, 1, *I bury*

I.

iam, *already, now, even*
 iānuā, 1, *door, gate*
 idōneus, a, um, *fitted, suitable*
 iēiūnus, a, um, *hungry*
 ientāculum, 2, *breakfast*
 igitur, *therefore, then*
 ignāvus, a, um, *cowardly*
 ignōrō, 1, *I do not know* [ignore]
 ignōtus, a, um, *unknown*
 ille, illa, illud, *you, that one*
 illū, *yonder*
 illustrō, 1, *I light up* [illustrate]
 imber (imbr-), 3, *shower of rain*
 immigrō, 1, *I immigrate*
 imperātor (imperātor-), 3, *general*
 [emperor]
 imperium, 2, *command* [empire]
 imperō (with Dat.), *I impose (upon)*
 impiger, *impigra, impigrum,*
 active (not sluggish)
 impigrē, *actively, bravely*
 impius, a, um, *unnatural* [impious]
 implōrō, 1, *I implore*
 importō, 1, *I import, carry in*
 impugnō, 1, *I attack*
 in (with Abl.), *in or on*
 (with Acc.), *into or onto*
 incitō, 1, *I urge, incite*
 incola, 1, *inhabitant*
 incommodum, 2, *disaster*
 incultus, a, um, *uncultivated*

inde, *thence*
 infinitus, a, um, *infinite*
 ingens (ingent-), 3, *adj., huge*
 ingrātus, a, um, *unpleasing, un-*
 grateful
 inhūmānus, a, um, *uncivilized*
 inopia, 1, *want, poverty*
 inquam, *say I, I say; inquit, says*
 he, he says; inquit, we say;
 inquit, they say
 insectātiō (-iōn-), 3, *pursuit*
 insignis, 3, *adj., distinguished*
 in-stō, -stāre, -stitī (with Dat.), 1
 pursue
 insula, 1, *island*
 inter (with Acc.), *between or during*
 or *among*
 interdum, *sometimes*
 intereā, *meanwhile*
 interior (interiōr-), 3, *interior, inner*
 interrogō, 1, *I ask, enquire*
 intervallum, 2, *interval*
 intrā (with Acc.), *within*
 intrō, 1, *I enter*
 irrigō, 1, *I water* [irrigate], § 6
 ita, *thus*
 itaque, *accordingly, therefore*
 iter (itiner-), 3, n., *march*
 iterum, *a second time*
 iūdicō, 1, *I judge*
 iustus, a, um, *just, proper*

L.

labor (labōr-), 3, *labour, toil*
 labōrō, 1, *I labour, am in difficulties*
 laetitīa, 1, *delight, pleasure*
 lāmīca, 1, *plate*
 Latīnus, a, um, *Latin*
 lātus, a, um, *wide, broad*
 latus (later-), 3, *side* [later-al]
 laudandus, a, um, *laudable*
 laudō, 1, *I praise*
 lavō, 1, Perf. irregular, *I wash*
 lēgātus, 2, *lieutenant-general*
 legiō (-iōn-), 3, *legion*

lēnis, 3, *adj., gentle* [lenient]
 lentē, *slowly*
 levō, 1, *I lighten, relieve* (§ 5)
 libenter, *gladly, willingly*
 liber, libr-um, -i, -ō, 2, *book*
 liber, libera, liberum, *free* (some-
 times with Abl. = *from*)
 liberī, 2 pl., *children* (properly an
 adjective meaning "free ones,"
 i.e., children of free-born
 parents)
 lineus, a, um, *made of flax*

lingua, 1, *tongue, language*
 linum, 2, *flax*
 littera, 1, *letter* (of the alphabet)
 litterarius, a, um, *connected with letters* (litterae), *literary*
 litus (litor-), 3, *coast*
 locus, 2, *place* (pl. loca, n.), or *passage of a book* (pl. loci, m.)
 Londinium, 2, *London*
 longē, far

longitūdō (-tūdin-), 3, *length* [longitudo]
 longus, a, um, *long*
 lucrum, 2, *gain, profit*
 lūcus, 2, *grove*
 lūdus, 2, *game or elementary school*
 lūna, 1, *moon*
 lupus, 2, *wolf*
 luscinia, 1, *nightingale*
 lux (lūc-), 3, *light*

M.

māchina, 1, *machine*
 magister, 2, *schoolmaster, teacher*
 magistra, 1, *school-mistress, teacher*
 magnificus, a, um, *magnificent*
 magnitūdō (-tūdin-), 3, *size, magnitude*
 magnopere (= magnō opere), *greatly*
 magnus, a, um, *great, large*
 māior (māiōr-), 3, *larger, greater*
 mandō, 1, *I commit, entrust*
 māne (indeclinable), *morning*, properly *in the morning*
 mare (declined § 36), 3, *sea*
 margarita, 1, *pearl* [Margaret]
 maritimus, a, um, *of the sea, maritime*
 māteria, 1, *timber* [material]
 mathēmaticus, a, um, *mathematical*
 maximē, *chiefly*
 mē, *me*
 mēcum, *with me*
 mediocriter, *moderately, tolerably*
 mediterrāneus, a, um, *midland, inland*: mediterrānea, pl., n., *the midlands*
 mediū, a, um, *mid, middle*
 membrum, 2, *limb* [member]
 mercātūra, 1, *commerce* [merchandise]
 mergus, 2, *sea-gull*
 meridīanus, a, um, *southern*

metallum, 2, *metal*
 meus (Voc. mī), mea, meum. *my*
 migrō, 1, *I migrate*
 mihi, *to me*
 miles (milit-), 3, *soldier*
 milia, 3, *miles, lit. thousands* (of paces)
 militia, 1, *military service*
 militō, 1, *I serve*
 ministrō, 1, *I attend* [minister]
 mirus, a, um, *wonderful*
 miser, misera, miserum, *unhappy, miserable*
 mobilitās (-tāt-), 3, *mobility*
 Mōna, 1, *Isle of Anglesey*
 monstrans (monstrant-), 3, a.lj., *pointing*
 monstrō, 1, *I show, point*
 monumentum, 2, *monument*
 mora, 1, *delay*
 mortuus, a, um, *dead*
 mōs (mōr-), 3, *custom*
 mox, *in due course* (soon)
 multitūdō (-tūdin-), 3, *multitude*
 multus, a, um, *much*: multī, ae, a, *many*; multum (adv.), *much, very much, very*; multō, by *much* (multō māior, *much greater, lit. greater by much*)
 murmurō, 1, *I murmur*
 mūr, 2, *wall*

N.

nam, *for*
 narrō, 1, *I tell, narrate*
 nātiō (-iōn-), 3, *tribe* [nation]
 natō, 1, *I swim, bathe*
 nātūra, 1, *nature*
 nātus, a, um, *born*
 ante Christum nātum = B. C.
 post Christum nātum = A.D.
 nauta, 1, *sailor*
 nāvigātiō (-iōn-), 3, *voyage*
 nāvigium, 2, *vessel, ship*
 nāvīgō, 1, *I sail* [navigate]
 nāvis (Gen. Plur. nāvium), 3, *ship*;
 nāvis longa, *ship of war*
 -ne marks a question
 nebula, 1, *cloud*
 nec, *nor, and not*
 nec . . . nec, *neither . . . nor*
 necesse, *necessary* (Dat. = *for*)
 Nervii, a tribe in Belgium
 nidificō, 1, *I build a nest*
 nidus, 2, *nest*
 niger, nigra, nigrum, *black* [nigger]
 nihil, *nothing*
 nimis, *too*
 nisi, *unless, if . . . not, except*
 nobis, *to us*
 nobiscum, *with us*

obscurō, 1, *I obscure*
 obses (obsid-), 3, *hostage*
 occidens (occident-), 3, *the West*
 occultō, 1, *I hide*
 occupō, 1, *I seize* [occupy]
 oceanus, 2, *ocean*
 octingenti, ac, a, *eight hundred*
 octōgintā, *eighty*
 oculus, 2, *eye*
 officium, 2, *duty*
 omnia, Neut. Plur. of omnēs, *all*
 things, everything
 omninō, *altogether*
 omnis, 3, adj., *every*; Plur. omnēs,
 m. and f., *omnia, n., all*
 onerārius, a, um, *of burden*

noctū, *by night, in the night-time*
 nocturnus, a, um, *of the night*
 nōmen (-min-), 3, *name* [nominal]
 nōminātus, a, um, *named*
 nōminō, 1, *I name, call*
 nōn, *not*
 nōndum, *not yet*
 nōn iam, *no longer, not any longer*
 nōne (= nōn + ne), *not?*
 nonnullī, ae, a, *some* [nōn, *not,*
 nulli, *none*]
 nōnnumquam, *sometimes* (lit. *not*
 never)
 nōnus, a, um, *ninth*
 nōs, *we or us, ourselves*
 noster, nostra, nostrum, *our*
 nōtus, a, um, *known*
 novus, a, um, *new*
 nox (noct-), 3, *night*
 nudō, 1, *I strip, deprive* (Abl. = *of*)
 nullus, a, um, *not any*
 num, *whether, marking a question*
 numerus, 2, *number*
 nummus, 2, *coin*
 numquam, *never*
 nunc, *now*
 nuntiō, 1, *I announce*
 nūper, *recently, lately, not long ago*

O.

onus (oner-), 3, *burden* [ex-oner-ate]
 opera, 1, *attention, study*
 oppidum, 2, *town*
 opportunē, *in the nick of time*
 oppugnō, 1, *I attack*
 optimē, *excellently, hurrah!*
 opus (oper-), 3, *work* [oper-ation]
 opus (with Abl.), *need*
 quid opus, *what need*
 ōra, 1, *shore*
 orbis, 3, m., *circle* [orb]; orbis
 terrārum = *the world*
 ordō (-din-), 3, m., *rank* [ordin-ary]
 oriens (orient-), 3, *the East* [oriental]
 origō (origin-), 3, *origin*
 oriundus, a, um, *sprung*

ornandus, a, um, *fit to be equipped*
ornatus, a, um, *ornamented*
ornō, 1, *I equip, ad-orn*

orō, 1, *I ask, entreat*
ostrea, 1, *cyster*
ovis (Gen. Plur. ovium), 3, *sheep*

P.

pacatus, a, um, *subdued, pacified*
palus (palud-), 3, *marsh*
paratus, a, um, *prepared, ready*
parō, 1, *I prepare, prepare the way*
for (§ 20)
pars (part-), 3, *part*
parvus, a, um, *small, little*
patria, 1, *country, fatherland*
patruus, 2, *uncle*
pauci, ae, a, few, *a few*
paullum, a *little*
pax (pac-), 3, *peace*
pecunia, 1, *money*
pedes (pedit-), 3, *foot-soldier*
pellis (Gen. Plur. pellium), 3, *skin,*
hide
per (with Acc.), *through, or during*
pergrandis, 3, adj., *very big*
pergratus, a, um, *very pleasing*
periculōsus, a, um, *perilous, danger-*
ous
periculum, 2, *peril, danger*
peritus, a, um, *skilled* (Gen. = *in*)
perlucidus, a, um, *transparent*
[pellucid]
perturbō, 1, *I perturb, disturb,*
throw into confusion
pēs (ped-), 3, m., *foot; pedibus, on*
foot
pharus, 2, f., *light-house*
piger, pigra, pigrum, *lazy, sluggish*
pila, 1, *ball [pill]*
pinus, 2 (partly 4), f., *pine*
piscātorius, a, um, *fishing*
planē, *utterly, quite*
planta, 1, *plant*
plānus, a, um, *flat [plane]*
plenus, a, um, with Gen. *full,*
with Abl. *filled*
plērumque, *mostly, generally*
plumbum, 2, *lead*
plūs (plūr-), *more* [hence 'Plural']
pluvia, 1, *rain*
poēta, 1, *poet*

pōmum, 2, *apple*
pondus (ponder-), 3, *weight*
populus, 2, *tribe* [a people]
porcus, 2, *pig* [pork]
portō, 1, *I carry*
possum (= pot-sum), posse (= pot
esse), potui, *I am able*
post (with Acc.), *after, behind*
postquam, *after* (= *when*)
postridiē, *on the next day*
postulō, 1, *I demand*
praecipitō, 1, *I hurry* [precipitate]
praecipuus, a, um, *especial, far-*
ticular
praeclārus, a, um, *famous*
praeda, 1, *prey, booty*
praefectus, 2, *officer* [prefect]
praefectus classis, *admiral*
praeparō, 1, *I prepare*
prae-stō, -stāre, -stāri, *I perform,*
exhibit
prae-sum, -esse, -fui (with Dat.),
I am in command of
praeterea, *besides*
prandium, 2, *lunch*
pretium, 2, *price*
primō, *at first*
primus, a, um, *first*
princeps (princip-), 3, *prince*
prior (prior-), 3, *former* [prior]
prō (with Abl.), *instead of, for*
procella, 1, *storm*
proconsul, 3, *proconsul, governor*
procul, *far*
proelium, 2, *battle*
profundus, a, um, *deep* [profound]
promunturium, 2, *promontory*
prope (with Acc.), *near*
properō, 1, *I hasten*
propinquus, a, um, *neighbouring*
propior, propius, *nearer*
propositum, 2, *proposal*
propter (with Acc.), *on account of*
propulsō, 1, *I drive back*

prosperē, *successfully*
 prō-sum, -esse, -fui (with Dat.),
I am helpful, do good
 prōvolō, 1, *I dash forth*
 proximus, a, um, *nearest, next, last*
 pruina, 1, *frost*
 puella, 1, *girl*
 puer, 2, *boy*
 pugna, 1, *fight, battle*

pugnans (pugnant-), 3, adj., *fighting*
 pugnō, 1, *I fight*
 pulcher, pulchra, pulchrum, *fine, beautiful, handsome*
 pulchrē, *beautifully*
 puppis (Gen. Plur. puppium), 3,
stern, poop
 putō, 1, *I fancy, think, suppose*

Q.

quam, *how, as, than*
 quandō, *when*
 quantopere, *how much*
 quārē (= quā rē, *by what thing*), *why*
 quartus, a, um, *fourth*
 quattuor, *four*
 quattuordecim, *fourteen*
 quia, *because*
 quingenti, ae, a, *five hundred*
 quinquagēsimus, a, um, *fiftieth*

quinque, *five*
 quintus, a, um, *fifth*
 quō, *whither, to which*
 quod, *that*
 quōmodō, *how*
 quondam, *once on a time, formerly*
 quoque, *too, also, even*
 tum quoque, *then too, even then*
 quota hōra est? *what o'clock is it?*
 quotā hōrā, *at what o'clock?*

R.

recreō, 1, *I refresh (mē, myself)*
 rectē, *rightly*
 redambulō, 1, *I walk back*
 rēgālis, 3, adj., *royal*
 rēgīna, 1, *queen*
 rēgulus, 2, *ruler, petty king*
 reliquiae, 1, pl., *relics*
 reliquus, a, um, *the rest, the remaining*
 rēmigō, 1, *I row*
 remōtus, a, um, *remote*
 rēmus, 2, *oar*
 reparō, 1, *I refit, repair*
 reportō, 1, *I carry off (or back)*
 reservō, 1, *I reserve*
 rēvērā, *really*
 revocō, 1, *I recall*

rex (rēg-), 3, *king*
 Rhēnus, 2, *the Rhine*
 rīpa, 1, *bank*
 rīvus, 2, *stream [river]*
 rōbur (rōbor-), 3, *oak, strength*
 rōbustus, a, um, *robust, sturdy*
 Rōma, 1, *Rome*
 Rōmānus, a, um, *Roman*
 rosa, 1, *rose, rose-tree*
 rostrum, 2, *beak, ram*
 rota, 1, *wheel*
 ruber, rubra, rubrum, *red*
 ruinae, 1, pl., *ruins*
 rusticus, a, um, *rustic*
 Rutupiae, 1, pl., *Richborough*
 Rutupīnus, a, um, *belonging to Richborough*

S.

sacer, sacra, sacrum, *sacred*
 sacra, pl. n., *sacred rites*
 sacrificō, 1, *I sacrifice*

saeculum, 2, *century*
 saepe, *often*
 saevus, a, um, *savage, cruel*

sagitta, 1, *arrow*
 salūtō, 1, *I salute, greet*
 satiātus, a, um, *satisfied*
 satis, *sufficiently, enough*
 scapha, 1, *boat* [skiff]
 schola, 1, *school*; pl. *lessons*
 scientia, 1, *science, knowledge*
 scopulus, 2, *cliff, rock*
 Scōticus, a, um, *Scottish*
 scriptitō, 1, *I write, scribble*
 sē, *himself, themselves*: inter sē,
 among themselves, with one
 another
 secundus, a, um, *second*
 sed, *but*
 sententia, 1, *opinion*
 sēparō, 1, *I separate*
 septimus, a, um, *seventh*
 septingenti, ae, a, *seven hundred*
 sepulchrum, 2, *tomb, sepulchre*
 serēnus, a, um, *clear* [serene]
 sērō, *late*
 servō, 1, *I save, preserve, watch*
 servus, 2, *slave*
 sescenti, ae, a, *six hundred*
 si, *if*
 sic, *so, thus, as follows*
 sicut, *as* (lit. *so as, just as*)
 signum, 2, *sign, flag*
 silva, 1, *wood, forest*
 simulacrum, 2, *image*
 sine (with Abl.), *without*
 situs, a, um, *situated*
 sive . . . sive, *whether . . . or*
 societas (-tāt-), 3, *alliance* [society]

sōl, 3, *the sun*
 solum, 2, *soil*
 solum, *only*
 somniō, 1, *I dream*
 sonus, 2, *sound*
 spectō, 1, *I see, watch, gaze at*
 specula, 1, *watch-tower*
 spērō, 1, *I hope*
 splendor (splendōr-), 3, *splendour*
 spūmifer, spūmifera, spūmiferum,
 foamy [spūma, *foam*, -fer,
 bearing]
 spūmō, 1, *I foam*
 statiō (-iōn-), 3, *station, roadstead*
 statūra, 1, *height, stature*
 stella, 1, *star*
 stō, stāre, stetī, 1, *I stand*
 studiōsus, a, um, *fond, studious*
 stultitia, 1, *folly*
 sub (with Abl.), *under, down in*;
 (with Acc.), *down into, down*
 to, up to
 subitō, *suddenly*
 subministrō, 1, *I supply*
 sudis (Gen. Plur. sudium), 3, *stake*
 sum, esse, fui, *I am*
 summus, a, um, *chief*
 super (with Acc.), *over, above*
 superior (superiōr-), 3, *previous,*
 past; *superior, victorious*
 superō, 1, *I surpass, overcome*
 suus, a, um, *his (or his own), their*
 (or their own); sui, *his (or*
 their) own men

T.

taberna, 1, *inn* [tavern]
 tam, *so*
 tam . . . quam, *so . . . as*
 Tamesa, 1, m., *Thames*
 tandem, *at length*
 tantum, *so much, or only*
 tē, *thee, you*; tēcum, *with thee,*
 with you
 tegimen (-min-), 3, *covering*
 temperō, 1, *I cool, temper*

tempestās (-tāt-), 3, *tempest, weather*
 tempus (tempor-), 3, *time* [tempor-
 ary]
 tenebrae, 1, Plur., *darkness*
 terra, 1, *land*
 tertius, a, um, *third*
 tertius decimus, *thirteenth*
 testimōnium, 2, *testimony, evidence*
 testūdō (-tūdin-), 3, *tortoise-shell,*
 shell

tinnābulum, 2, *bell*
 tonans (tonant-), 3, adj., *thundering*
 tormentum, 2, *hurling machine*
 tot (indeclinable adj.), *so many*
 tōtus, a, um (Gen. and Dat. Sing. irregular), *whole*
 tranquillus, a, um, *calm, tranquil*
 trans (with Acc.), *across*
 transportō, 1, *I transport*
 trecentī, ae, a, *three hundred*
 trēs (m., f.), tria (n.), *three*
 tribūtum, 2, *tribute*
 Trinobantēs, 3, plur., a tribe in Essex

triplex (triplic-), 3, adj., *triple*
 triquetrus, a, um, *triangular*
 triumphō, 1, *I triumph, exult*
 tropaeum, 2, *trophy*
 trucidō, 1, *I slaughter, murder*
 tū, thou, you
 tum, then (= at that time or there-upon)
 tumulus, 2, *mound*
 turbulentus, a, um, *rough, turbulent*
 turris (Gen. Plur. turrium), 3, *turret*
 tūtus, a, um, *safe*
 tuus, a, um, *thy, your*

U.

ubi, *where*
 ullus, a, um, *any* (Gen. and Dat. Sing. irregular)
 ulmus, 2, f., *elm-tree*
 umbra, 1, *shade, shadow*
 ūnā, *together*; ūnā cum, *together with*
 unda, 1, *wave*
 unde, *whence*
 undecimus, a, um, *eleventh*
 ūniversus, a, um, *all together* [universal]

ūnus, a, um (Gen. and Dat. Sing. irregular), *one*
 urbs (urb-), 3, *city* [urban]
 urna, 1, *urn*
 ursus, 2, *bear*
 ūsītātus, a, um, *used, usual, common*
 usque ad, *right on till*
 ut, *how or as*
 ūtilis, 3, adj., *useful*

V.

vacca, 1, *cow*
 vacō, 1, *I am free* [vacant]
 vadum, 2, *shallow place, shoal, ford*
 validus, a, um, *strong*
 vallum, 2, *rampart*
 varius, a, um, *varied*
 vastō, 1, *I lay waste* [de-vast-ate]
 vastus, a, um, *wild, waste* [vast]
 vehiculum, 2, *carriage* [vehicle]
 vel, *or*
 vēlum, 2, *sail*; vēla dare, *to set sail*
 velut, *as, even as* [vel, even; ut, as]
 vēnāticus, a, um, *connected with hunting*
 Venetī, 2, pl., a tribe on the West Coast of Gaul

venia, 1, *pardon*
 Venta Belgārum, 1, *Winchester*
 ventus, 2, *wind*
 vēnum-dō, -dare, -dedī, *I sell* [vēnum, for sale; dō, I offer]
 vērus, a, um, *true*; vēra, *the truth* (lit. true things); vērō, *in truth, indeed*
 vesper, 2, *evening or evening star* [vespers]
 vester, vestra, vestrum, *your* (of several persons)
 vestigium, 2, *vestige, trace*
 vestimentum, 2, *garment* [vestment]
 veterānus, a, um, *veteran, old*
 vetō, 1, *I forbid*

vexō, 1, *I annoy, vex*
 via, 1, *road, way; dē viā, from the road; in viam mē dō, I give myself to the road, I start; inter viam, on the way*
 victitō, 1, *I live*
 victor (victōr-), 3, *victor*
 victōria, 1, *victory*
 vīcus, 2, *village*
 vigintī (indeclinable), *twenty*
 villa, 1, *country-house, villa*
 viola, 1, *violet*
 violō, 1, *I violate*

vir, 2, *man*
 virtūs (virtūt-), 3, *pluck, courage*
 [virtue]
 visitō, 1, *I visit*
 vīta, 1, *life*
 vitō, 1, *I avoid*
 vitrea, 2, pl. n., *glass vessels*
 vitrum, 2, *wood*
 vix, *scarcely, hardly*
 vōbīs, *to you; vōbiscum, with you*
 volitō, 1, *I fly*
 vulnus (vulner-), 3, *wound* [vulnerable]

Early Opinions on
ORA MARITIMA

(NOW IN ITS TWENTIETH THOUSAND)

BY

Professor E. A. SONNENSCHN, D.Litt.

Crown 8vo, 2/-, subject to discount.

"'Ora Maritima' proves an ideal book for a first reader."—*W. H. D. ROUSE, Head Master of the Perse School, Cambridge.*

"This is a charming book. We know no better epithet by which to describe such an introduction to the Latin tongue. . . . It is giving a strong recommendation to say, as we gladly do, that our author has given us the ideal book which he formerly described."—*Secondary Education.*

"We can conceive no more delightful book for the induction of youth into the paths of Latin."—*The Monthly Register.*

"The most attractive introduction to Latin that has come under my notice, and I have seen most of them in the secondary schools which I inspect."—*JOHN KERR, LL.D., Late H.M. Chief Inspector of Schools and Training Colleges in Scotland.*

"The book is just A1, clearly right in conception and admirably executed."—*P. A. BARNETT, H.M. Chief Inspector for the Training of Teachers.*

"It marks a new departure in the teaching of Latin that ought to be productive of great good. I am in entire sympathy with its method."—*A. E. SCOUGAL, H.M. Senior Chief Inspector of Schools for Scotland.*

"I have used 'Ora Maritima' in actual teaching, and have found it both interesting and instructive to the pupil."—*Professor J. P. POSTGATE, Litt.D.*

"Exactly what is needed to strike a mean between the wholly conversational method, which means no grammar, and the solely grammatical method, which means no speech or life."—*SYBIL F. PARTRIDGE, Principal of St. Mary's Hall, Liverpool.*

"An interesting experiment, ably carried out."—*Journal of Education.*

"It aims at teaching a little thoroughly, and it succeeds."—*School World.*

"An extremely simple and interesting book."—*Literary World.*

"An interesting publication which attempts to hold the balance between too much and too little systematic grammar. The drill exercises are specially to be commended. In the presence of the impending campaign against classical education, it behoves its defenders to furnish up their weapons."—*Saturday Review.*

"Towards the end of term I collected the pupils' copies and asked them to write for their home work an account in Latin of their school or of their home life. In a higher form such a request would have been received with blank dismay; but these small people, thanks to the excellent method of your book, were becoming accustomed to use the words they had learnt, and so accepted the task with much delight. Some of the essays sent in were most creditable."—*L. G. MASON, Classical Mistress in the Brighton and Hove High School (G.P.D. S.Co.).*

SWAN SONNENSCHN & Co., Ltd., LONDON.

BY THE SAME AUTHOR,

PRO PATRIA

A SEQUEL TO ORA MARITIMA

Carrying the Pupil to the end of the Regular Accidence and accompanied by Drill Exercises, Grammar, and passages for translation into English.

The story sketches the history of Roman Britain till the coming of the Saxons, and includes a visit to Richborough Castle. The latter part of the book recounts the history of the Boer War down to June, 1900.

Crown 8vo, 2/6, subject to discount.

Recent Opinions

ON

ORA MARITIMA and PRO PATRIA

"I have started my own small boys in Latin with *Ora Maritima* and *Pro Patria*, and am delighted with both books: they indicate a method which is attractive to the child without being superficial."—*Sir ARTHUR HORT, M.A., Harrow School.*

"The books are admirable, and under the guidance of a skilful teacher their use in class is followed by excellent results."—*Professor MICHAEL E. SADLER, LL. D., Manchester.*

"*Ora Maritima* does for Latin what the modern oral methods do for French and German, *i.e.* it makes the beginner realise that the language is really a vehicle of expression, whereby common-sense notions can be conveyed. From personal experience I can testify how a few weeks are sufficient to gain this all-important idea; and it is worth adding that in a school which I have recently inspected a small boy of 11 employed his leisure time in working through *Ora Maritima* to the end and then came to his master for the sequel *Pro Patria*. There was no need to tell that boy that Latin is something more than a phalanx of declinable nouns and verbs."—*ALFRED HUGHES, M.A., Organizing Professor of Education in the University of Birmingham.*

[Continued on next page].

"I have had both books prescribed for use in our earliest standards. They were acknowledged by the Committee which passed them to be unequalled for the interesting way in which they presented the subject. I think no praise is too high for them."—*W. G. WEDDERSPOON, M.A., H.M. Inspector of European Schools and Training Colleges, Burma.*

"I have recommended them to many persons of mature age desirous of furbishing up their forgotten Latin. My solicitor, aged 66, has asked me to lend him *Ora Maritima* and a key.—*E. JENNINGS, Tottenham, N.*

"I have used both *Ora Maritima* and *Pro Patria* in my school. They are most excellent. In a long experience I have found *Pro Patria* quite the best book which I have ever come across for arousing and sustaining the interest of small boys in their elementary stage of Latin Translation.—*The Rev PHILIP CRICK, M.A., S. Konan's, West Worthing.*

NOW READY

A Greek Book on the same lines as *ORA MARITIMA*

THE GREEK WAR OF INDEPENDENCE

BEING A GREEK STORY FOR BEGINNERS,

WITH NOTES AND EXERCISES FOR TRANSLATION INTO

GREEK, COVERING THE REGULAR ACCIDENCE,

By C. D. CHAMBERS, M.A.,

LECTURER IN CLASSICS IN THE UNIVERSITY OF BIRMINGHAM, FORMERLY
ASSISTANT MASTER AT BROMSGROVE SCHOOL.

Crown 8vo, 3/, subject to discount.

In this book, as in the Latin volumes of this series, special care has been devoted to correctness of idiom in the text.

SWAN SONNENSCHN & Co., LTD., LONDON.

NEW YORK: THE MACMILLAN Co.

PARALLEL GRAMMAR SERIES.

EDITED BY

Professor E. A. SONNENSCHN, D.Litt. Oxon.

RECENT OPINIONS FROM

The Head-master of King Edward's School, Birmingham ;
The Head-mistress of the Wimbledon High School for Girls :

"The Latin Accidence of the *Parallel Grammar Series* is in use throughout the King Edward's School, Birmingham, and the Greek Accidence on the Classical Side. I am distinctly of opinion that one and the same Accidence should be prescribed in every school learning the language, and that the *Parallel Grammar* Accidences are the right ones to prescribe. Grammatical curiosities are relegated to their proper place, and the normal inflexions of the language are presented in a clear and orderly manner without sacrificing practical convenience to the supposed requirements of scientific philology. When the Greek and the Latin Accidence of this series are used side by side, the further economy effected by the 'Parallel' system is realised."—R. CARY GILSON, M.A., Head-master of the Schools of King Edward VI. in Birmingham; late Assistant Master at Harrow, and Fellow of Trinity College, Cambridge. (Feb. 26th, 1904.)

"The *Parallel Grammars*—English, Latin, Greek, French, and German—have been used in this School, each from the time of its publication. These Grammars are acknowledged to be in the front rank as regards scholarship, and they have also the merits of clearness and compactness.—The Parallel method is important as leading to a real grasp of principles and economising the learner's time. The result of using the *Parallel Grammars* exclusively has in the case of this School been altogether satisfactory, and, where pupils of linguistic talent were concerned, admirably successful."—EDITH HASTINGS, Head-mistress of the Wimbledon High School for Girls. (Feb. 23rd, 1904.)

SELECT OPINIONS ON THE SERIES AS A WHOLE.

"We have for some years been using the *Parallel Grammars* and *Readers and Writers* intended to be studied along with them. We were led to introduce these text-books from a sense of the soundness of the educational principles on which they were based; experience has now taught us to value them also for the care and consistency with which these principles are carried out. We are convinced that it is an incalculable gain to the cause of systematic instruction in our school that we are using books which enable us to preserve uniformity in the grammar teaching of the languages, as well as to connect coherently translation and composition with this grammar teaching."—The Rev. A. JAMSON SMITH, M.A., Head-master of K.E.S., Camp Hill, Birmingham.

"After recommending the *Parallel Grammar Series* in many quarters, I cannot remember any one who was disappointed, or to whom the working out of the same system through various languages did not come as something of a revelation, for which they were intensely grateful. I am sure that no teacher who had once tried the effect of their arrangement of *Conditional Sentences* as against the traditional arrangement could be blind to the superiority of the former."—W. H. SECKER, M.A., Oxon., Aysgarth School, Yorkshire.

"A year ago I expressed my unqualified approval of the *Parallel Grammar Series*; since then my admiration for it has only increased, in proportion as I have more fully understood the principles on which it is based and their application. Mr. Sonnenschein has deserved well of his country in taking the initiative in this work, which he has succeeded in carrying to a happy issue. Shall we ever have a similar series for our own country? That day, the teaching of languages will have taken an immense step forward."—Dr. J. KEELHOF, Professor at the Athénée Royal, Tongres, Belgium, in *Revue de l'instruction publique* (Translated).

"One of the most pressing needs of the day, in view of the multiplication of school subjects and the increased strain which it puts upon the pupil, is concentration and simplification in the methods of teaching. What we have lost in extension we must gain in intention, as the logicians would say. And among the attempts which are being made to meet this demand, a high place must be accorded to the movement started in this country some years ago for unification in the field of grammar teaching. Grammars are many, but grammar is one; that is to say, though the varieties of usage in different languages are infinitely numerous, it is possible to treat them from a common point of view—to classify them on the basis of a common scheme of analysis and terminology. The gain to the teacher ought to be enormous. Instead of re-classifying the facts of syntax for each separate language according to the sweet will of the framers of individual grammars, a single classification serves for all the languages to be learned; and this scheme, by repetition in connection with each new language studied, becomes part and parcel of the mental outfit of the pupil—a solid rock on which he stands firm in face of the bewildering complexities of human speech. The old method involved a continual re-adjustment of the register; and its evils were many, as Matthew Arnold recognised. In our own time a serious attempt has been made to remedy its defects in Professor Sonnenschein's *Parallel Grammar Series*."—*Literature*, Feb. 10th, 1900.

"We have had frequent occasion to express our opinion of the various volumes in this very useful series, and of the general features which characterise them all; their spirit and system are now so well known to all teachers that it is hardly necessary to repeat those observations. The principle of familiarising a pupil with passages for translation before he has mastered many details of grammar, of bringing him to a knowledge of rules through the language from which experience collects them, rather than equipping him with a mass of words and forms long before he meets them in the literature—this principle is gradually growing to be more and more widely acknowledged as a sound one. Few can doubt the very great advantage of having some general principles established, which can be illustrated in different languages, either by way of similarity or contrast. It is on this system of proceeding from the known to the unknown that the *Parallel Grammar Series* is based."—*Educational Review*.

GREEK.

Greek Grammar. By Prof. E. A. SONNENSCHNEIN, D.Litt., Oxon., University of Birmingham. 4s. 6d.; or (separately), *Accidence* (including *Supplement* on irregularities in Declension and Comparison), 2s.; *Supplement* alone, 6d.; *Syntax*, 2s. 6d.

A Parallel of Greek and Latin Syntax. By C. H. ST. L. RUSSELL, M.A., Assistant Master at Clifton College. 3s. 6d.

First Greek Reader and Writer. By J. E. SANDYS, Litt.D., Public Orator in the University of Cambridge. 2s. 6d.

LATIN.

Latin Grammar. By Prof. E. A. SONNENSCHNEIN, D.Litt., Oxon., University of Birmingham. 3s.; or (separately), *Accidence*, 1s. 6d.; *Syntax*, 1s. 6d.

First Latin Reader and Writer. By C. M. DIX, M.A., Oxon. 2s.

Second Latin Reader and Writer. By C. M. DIX, M.A. 1s. 6d.

Third Latin Reader and Writer. By C. M. DIX, M.A. 2s.

Fourth Latin Reader and Writer ("Livy Lessons"). By J. C. NICOL, M.A., Cantab., late Fellow of Trinity Hall, Head-master of Portsmouth Grammar School, and the Rev. J. HUNTER SMITH, M.A., Oxon., late Assistant Master in King Edward's School, Birmingham. 2s.

ENGLISH.

English Grammar. By J. HALL, M.A., Head-master of the Hulme Grammar School, Manchester; Miss A. J. COOPER, F.C.P.; and the EDITOR OF THE SERIES. 2s.; or (separately), *Accidence*, 1s.; *Analysis and Syntax*, 1s.

Advanced English Syntax. By C. T. ONIONS, M.A., Lond., of the Staff of the Oxford English Dictionary. 2s. 6d. Second Edition.

English Examples and Exercises. Part I., by Miss M. A. WOODS. 1s. Part II., by Miss A. J. COOPER, F.C.P. 1s.

Steps to English Parsing and Analysis. By Miss E. M. RAMSAY and Miss C. L. RAMSAY. Vol. I., *Elementary*, 1s. 6d. Vol. II., *Further Exercises*, 1s. 6d.

FRENCH.

French Grammar. By L. M. MORIARTY, M.A., Oxon., Assistant Master at Harrow; late Professor of French in King's College, London. 3s., or (separately), *Accidence*, 1s. 6d.; *Syntax*, 1s. 6d.

Preparatory French Course. By Miss A. M. ZWEIFEL. 1s. 6d. New edition, revised and largely re-written, 1903.

First French Reader and Writer. By R. J. MORICH, late Assistant Master at Clifton, and W. S. LYON, M.A., Oxon. 2s.

☞ For Revised Edition of this Work, see below.

New First French Reader and Writer. By Professor R. J. MORICH, University of Graz. 2s.

Second French Reader and Writer. By Professor P. E. E. BARBIER, University College, Cardiff. 2s.

Third French Reader and Writer. By L. BARBÉ, B.A., Head-master of the Modern Language Department in the Glasgow Academy. 2s.

Advanced French Composition. By H. E. BERTHON, Hon. M.A., Oxon., Taylorian Teacher of French in the University of Oxford, and C. T. ONIONS, M.A., Lond. 2s. 6d.

GERMAN.

German Grammar. By Prof. KUNO MEYER, Ph.D., University of Liverpool. 3s. ; or (separately), *Accidence*, 1s. 6d. ; *Syntax*, 1s. 6d.

First German Reader and Writer. By the EDITOR OF THE SERIES. 1s. 6d.

Second German Reader and Writer. By the Rev. W. S. MACGOWAN, M.A., LL.D., Principal of St. Andrew's College, Grahamstown, Cape Colony. 2s.

Third German Reader and Writer. By Prof. GEORGE FIEDLER, Ph.D., University of Birmingham. 2s.

Fourth German Reader. By R. GORDON ROUTH, M.A., Oxon., Modern Language Master in Bromsgrove School. 2s.

In Preparation.—**Advanced German Composition.** By Prof. KUNO MEYER, Ph.D., University of Liverpool.

SPANISH, WELSH, DANO-NORWEGIAN.

Spanish Grammar. By the late H. BUTLER CLARKE, M.A., Oxon., Fellow of St. John's College, Oxford, late Taylorian Teacher of Spanish. 4s. 6d.

First Spanish Reader and Writer. By H. BUTLER CLARKE, M.A. 2s.

Welsh Grammar. By Prof. E. ANWYL, M.A., Oxon., University College, Aberystwyth. 5s. ; or (separately), *Accidence*, 2s. 6d. : *Syntax*, 2s. 6d.

Dano-Norwegian Reader. With Grammatical Outline. By J. Y. SARGENT, M.A., Oxon., late Fellow and Tutor of Magdalen College, Oxford. 3s. 6d.

Single Copies of any volume will be sent post free to any teacher on receipt of half its published price. KEYS to the Latin and German Readers and Writers may be had by teachers on direct application to the publishers.